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# TEACHERS COLLEGE BULLETIN

VOLUME 58 FEBRUARY, 1952 NUMBER 1

**STATE TEACHERS COLLEGE**
INDIANA, PENNSYLVANIA

# CATALOGUE NUMBER

**1952-1953**

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION and THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS.

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

# COLLEGE CALENDAR

## 1952-1953

### THE SUMMER SESSIONS

#### Pre-Session

Classes Begin ---------- Wednesday, June 4
Session Ends ---------- Friday, June 20

#### Main Session

Classes Begin ---------- Monday, June 23
Session Ends ---------- Friday, August 1

#### Post Session

Classes Begin ---------- Monday, August 4
Session Ends ---------- Wednesday, August 20

### FIRST SEMESTER 1952-1953

Registration and Orientation of Freshmen
(Details will be mailed) Monday, Tuesday, September 8, 9
Registration of Upperclassmen ---------- Wednesday, September 10
*Classes Begin with First Period ---------- Thursday, September 11
Thanksgiving Recess Begins
at the Close of Classes ---------- Tuesday, November 25
Thanksgiving Recess Ends at 8:00 a.m. ---------- Monday, December 1
Christmas Recess Begins at Noon ---------- Friday, December 19
Christmas Recess Ends at 8:00 a.m. ---------- Monday, January 5
**First Semester Ends at the Close
of Final Examinations ---------- Tuesday, January 20
Last Meeting of Saturday Campus Classes --- Saturday, January 24

### SECOND SEMESTER 1952-1953

Registration Monday and Tuesday ---------- January 26 and 27
*Classes Begin at 8:00 a.m. ---------- Wednesday, January 28
Easter Recess Begins at the
Close of Classes ---------- Tuesday, March 31
Easter Recess Ends at 8:00 a.m. ---------- Tuesday, April 7
Alumni Day ---------- Saturday, May 23
Baccalaureate Services ---------- Sunday, May 24
**Commencement ---------- Monday, May 25

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* Student Teachers begin prior to this date, depending upon the Center to which assigned.

** Ending date for student teachers may vary, depending upon the school calendar at various Teaching Centers.

## COMMONWEALTH OF PENNSYLVANIA
## DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

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A.B., Geneva; M.Ed., A.M., Ph.D., University of Pittsburgh

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CLEL T. SILVEY — *Director of Music Education Department*
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FANNIE DEE SMITH — *Home Economics*
B.S., Murray State College; M.S., University of Tennessee

SAMUEL G. SMITH — *Health and Physical Education*
B.S., Waynesburg College; M.Ed., University of Pittsburgh

DWIGHT SOLLBERGER — *Biology*
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MARY ALICE ST. CLAIR — *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

RHODES R. STABLEY — *English*
A.B., Lebanon Valley College; A.M., Columbia University; Ph.D., University of Pennsylvania

Margaret O. Stewart *English*
A.B., A.M., University of Kentucky

Lawrence Stitt *Music Education*
B.S., A.M., New York University

James K. Stoner *Business Education*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., University of Pittsburgh

Isaac L. Stright *Mathematics*
A.B., Allegheny College; A.M., Cornell University; Ph.D., Western Reserve University

Mary G. Swarts *Keith School*
B.S., State Teachers College, Shippensburg, Pennsylvania; M.Ed., University of Pittsburgh

Arvilla Terrell *Music Education*
A.B., Colorado State College of Education, Greeley, Colorado; M.M., Eastman School of Music, Rochester, New York

Harold W. Thomas *Business Education*
B.S., Grove City College; Ed.M., University of Pittsburgh

Edgar J. Trapp *Art Education*
B.A., M.F.A., Carnegie Institute of Technology

Paul M. Waddell *Science*
A.B., Bethany College; A.M., Cornell University

Albert J. Wahl *Social Studies*
B.S., M.S., Lafayette College; Ed.D., Temple University

Florence Wallace *Social Studies*
A.B., Wellesley College; A.M., Columbia University

Blanche Waugaman *Keith School, Art Education*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

Robert Franklin Webb *Business Education*
B.C.S., Bowling Green Business University; A.B., Bowling Green College of Commerce

W. M. Whitmyre *Social Studies, Dean of Men*
A.B., Syracuse University; A.M., Harvard University

Wynn York *Music Education*
B.F.A., University of Oklahoma; M.M., Eastman School of Music

Vernon A. Zeitler *Science*
B.S., State Teachers College, Indiana, Pennsylvania; M.Litt., University of Pittsburgh

Martha E. Zimmerman *Keith School*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

Norah E. Zink *Geography*
B.S., University of Utah; A.M., Columbia University; Ph.D., University of Chicago

## SUPERVISING TEACHERS IN CO-OPERATING SCHOOLS

Paul Adams _____ Altoona
Betty Baird _____ Blairsville
Frank Basil _____ Punxsutawney
Martha Bee _____ Indiana
Edith B. Bowers __ Punxsutawney
Sylvia Breth _____ Clearfield
Edgar J. Brooks _____ Altoona
William G. Buchanan_Commodore
Mrs. Madge Burns __ Kittanning
Harry Canfield _____ Indiana
Ray R. Caylor __ Punxsutawney
Alice Clements _____ Indiana
Elizabeth Corcoran ___ Blairsville
Anthony Cotroneo _____ Heilwood
Amanda Covert _____ Butler
Margaret Cummins _____ Indiana
James E. Davis _____ Ford City
Willard Dominick _____ Clearfield
John Clifford Doney Punxsutawney
James T. Downie _ Punxsutawney
Richard Dryden _____ Butler
Gerald Fetterman _ Punxsutawney
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Helen Glassford _____ Indiana
Mrs. Betty Jane Good _ Windber
Carl E. Graf _____ Altoona
Geraldine Hawkshurst __ Indiana
Millicent Hay _____ Butler
Renetta F. Heiss _____ Altoona
Marybelle Hill _____ Indiana
Martha H. Jones _____ Ebensburg
Madolyn F. Keener _ Greensburg
Robert W. Kline _____ Indiana
A. Eugene Kunselman __ Indiana
Sarah Louise LeVan ___ Altoona
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Joseph H. Weisel ____ Johnstown
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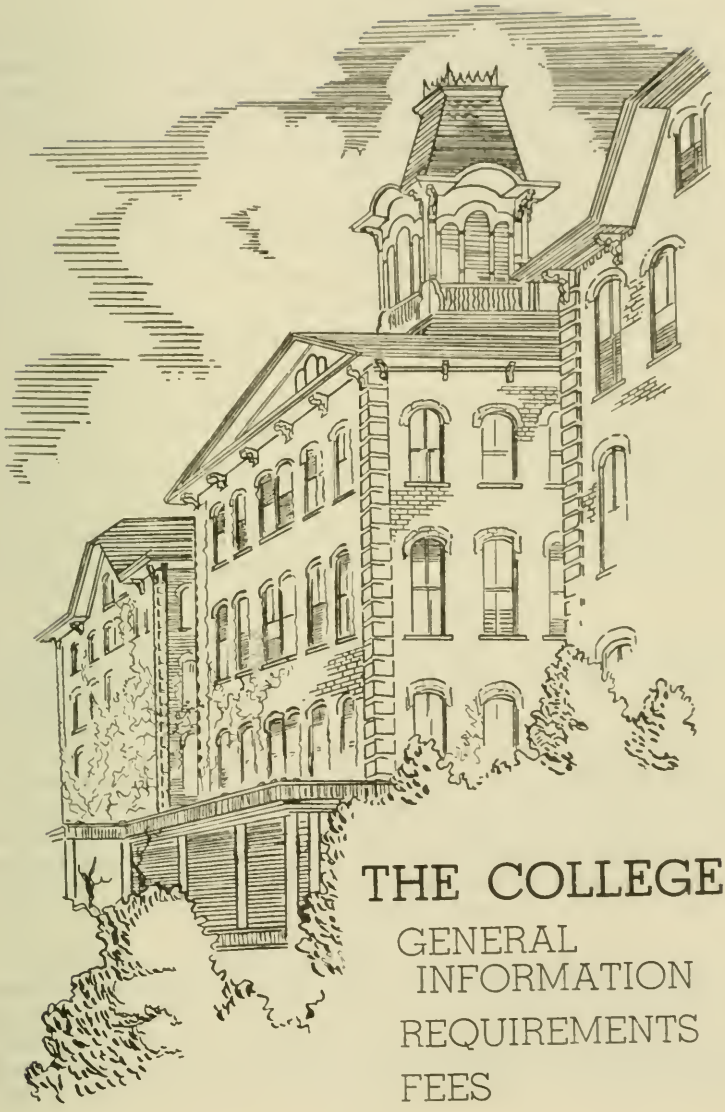
Harold Yoder _____ Altoona



# THE COLLEGE

GENERAL INFORMATION

REQUIREMENTS

FEES

# THE COLLEGE

## AN INSTITUTION FOR TEACHER EDUCATION

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election. The following curricula are offered:

An Elementary Curriculum designed primarily to prepare teachers for the kindergarten and grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in the public schools.

A Business Education Curriculum designed primarily to prepare teachers of commercial subjects in the public schools.

A Home Economics Curriculum designed primarily to prepare teachers of home economics in the public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of music in the public schools.

## ACCREDITING AGENCIES

The establishment and maintenance of educational standards have long been fostered by regional and national accrediting associations whose job it is to study and rank all institutions desiring recognition. Any school or college, therefore, which has the approval of one of these accrediting agencies may be assumed to have met certain standards prescribed by the agency and hence to be educationally acceptable within the limits of those standards. The two acknowledged accrediting agencies for institutions in this region are the Middle States Association of Colleges and Secondary Schools and the American Association of Colleges for Teacher Education. The State Teachers College at Indiana is an approved and fully accredited member of both of these organizations.

The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position in the secondary schools.

## HISTORY

A State Normal School was authorized by act of the General Assembly of 1871. Indiana was favored as the site for this institution and the first building was opened for students May 17, 1875. The original building was named John Sutton Hall, in honor of the first president of

the Board of Trustees. A continuous expansion of the physical plant and surroundings has brought a fine campus into existence with all the equipment necessary to carry on a complete college program.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania. A Board of Trustees appointed by the Governor of the Commonwealth is the official agency of control.

## LOCATION AND TRANSPORTATION FACILITIES

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1,300 feet, an ideal location for cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads.

The Edwards Lakes-to-Sea, the Blue Ridge, and the Hutchison Route 80 Shortway lines operate buses on frequent schedule to Pittsburgh. Shortway buses also operate between Indiana, Saltsburg, Cherry Tree, and Barnesboro, with passenger service available to all towns along the route. In addition, the Blue Ridge line makes connections east from Blairsville and Johnstown via the Greyhound lines. The Edwards Lakes-to-Sea line goes north through Punxsutawney. DuBois, Ridgway, and other points to Buffalo with some connections on the Greyhound lines. The Harmony line makes connections with Johnstown, Butler, and New Castle. Local bus companies provide service to many nearby towns.

Indiana is served by bus connections with the main line of the Pennsylvania Railroad at Johnstown. Baggage service only, however, is available in Indiana.

## CAMPUS

**The Campus** comprises 46 acres of land, 23 of which are in the original campus. In the center of the campus is an historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged.

## BUILDINGS

**John Sutton Hall** is the largest building. In addition to housing more than 500 women students, it contains the administrative offices, post office, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains the cooperative store, an excellent laundry and ironing room, a shampoo room, the Mademoiselle room for the use of women students, and the Esquire and Y. M. C. A. rooms for men students.

**Thomas Sutton Hall**, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors. The Student Union is located on the ground floor.

**Clark Hall**, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

**Wilson Hall Library** was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees. It was completely remodeled in 1941 and provides ample facilities for the reading and study essential to the curricula of the college.

The first floor houses current magazines, newspapers, reserved books for reading assignments, and general information books such as encyclopedias and statistical handbooks. Four rooms on the second floor with books on the open shelves give the students a wide selection from which to choose their general and recreational reading.

**Leonard Hall**, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms and clinics.

**David J. Waller Gymnasium** was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

**Jean R. McElhaney Hall**, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

**John S. Fisher Auditorium**, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

**John A. H. Keith School**, completed in 1939, provides for a complete elementary and junior-high-school program for observation and demonstration. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

**Elkin House** and six acres of land were bought in 1947. The home has been renovated and serves as a dormitory for men. The College hopes to erect several new buildings on this property, among them a dormitory for men which is now being constructed on the Elkin property.

**The Biology Building**, a temporary structure erected in 1947, is located on Grant Street. It contains offices, storage rooms, and three classrooms.

**The College Lodge** is an important location in the instructional and recreational life of the college. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

**Houses** owned by the College and bordering the campus are occupied principally as dormitories by men.

**The New Dormitory** for men is being located at the northeast corner of the campus bordering School Street and College Avenue. This dormitory, to be completed the summer of 1952, will house 220 men students, provide recreational rooms, music practice rooms, the Dean of Men's Apartment, and the Student Union.

**The Greenhouse** of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

**The College Infirmary** is located at 406 South Eleventh Street. (See page 18).

**Louise Stanley and Ellen Richards Houses,** located on South Eleventh Street, are used by the home economics department for senior students in that department in participating in practical home management problems based on actual family needs and expenditures.

**Activities House on Grant Street** is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently for both formal and informal social gatherings.

**The College Cafeteria** is located northwest of the Elkin House. The home economics department school lunchroom management class prepares and serves lunches in the Cafeteria five days each week to the pupils of the Keith School, the college faculty, and community students.

**Memorial Athletic Field,** developed in 1949 as a memorial to students and alumni who served their country in World War II, is located south of the main campus off Grant Street. This field seating five thousand persons is the site of intercollegiate football and baseball games. Three other athletic fields about the campus, including a new area acquired in 1950 off S. Eleventh Street near the Glassworks, provides space for soccer, field hockey, and other outdoor sports activities. There are also six tennis courts available for student use.

**R.O.T.C. House** on College Avenue below the Greenhouse is the Headquarters for the Army R.O.T.C. at Indiana.

**Student Union** has been developed by the Student Council and College Administration as an informal social gathering place for students. The Student Union is presently located on the ground floor of Thomas Sutton Hall to the right of the southwest entrance to the dining room. However, when the New Dormitory for men is completed during the Summer of 1952, the Student Union will be transferred to the east wing, first floor of that building.

# GENERAL INFORMATION

## NEW STUDENTS

**Preliminary.** The prospective student should send to the Registrar, State Teachers College, Indiana, Pennsylvania, for an application blank for entrance into the College. This blank should be properly filled out and returned with his advance deposit of $10.00, payable by check or money order. This deposit is credited on the following semester's contingent fee.

Advance deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 39.

**Freshmen Dormitory and Room Assignments.** A section of John Sutton Hall has been designated Freshman Dormitory for women. After that space is filled, freshmen will be placed as space is available. Rooms and roommates are not assigned until applications have been approved by the Committee on Admissions.

A very few rooms have running water, for which there is an extra charge of $.50 per week for each person. Requests should be made for such rooms, and assignments are made in order of requests.

Names of roommates will not be released until students arrive. Therefore, students are urged not to plan draperies and furnishings until after arrival so that both roommates may have a part in the planning.

In order to facilitate registration of new students, the dormitory will be open the afternoon before the date set for registration. Information concerning registration and Freshman Week will be mailed to each student about ten days before the opening of college.

**Student Supplies.** Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, window curtains or draperies, soap, needed toilet articles, etc. Plastic draperies are recommended rather than paper draperies which present a fire hazard.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College Book Store at a saving to students. The required costume for men costs about $6.00. The cost for women is a little higher.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about $5.00 and can

be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

**Baggage.** All baggage is delivered to the basement of John Sutton Hall, and porters transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in college houses should mark their baggage with the street address; the college truck will deliver baggage to the rooming place.

**The Handbook.** The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the college set-up and routine and is a great help to new students.

**Office Hours.** Monday through Friday: 8:00 A. M. to 12:00 Noon; 1:00 P. M. to 5:00 P. M. Saturdays: 8:00 A. M. to 12:00 Noon. Offices are not open Saturday afternoons and Sundays. Offices close at 4 P. M. in June, July and August.

**Library Hours.** Monday through Friday: 7:45 A. M. to 5:00 P. M.; 7:00 P. M. to 9:00 P. M. Saturday: 7:45 A. M. to 5:00 P. M. Sunday: 2:30 P. M. to 5:00 P. M.

## BOARDING STUDENTS

The State Teachers College at Indiana is primarily a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and college houses under faculty supervision. Men students room in college houses, in fraternity houses, or in private homes approved by the College. All dormitory students take their meals in the college dining room.

**Vacation and Guest Charges.** Students do not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 45 cents; lunch, 55 cents; dinner, 75 cents.

A charge of 50 cents is made for overnight guests. Arrangements should be made with the House Director.

**Fire Precautions.** Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted but must be approved by the college electrician. Extension cords are not allowed, and double sockets only as approved by the electrician.

**Laundry.** The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the col-

lege laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the Sterling Name Tape Co., Winsted, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

**Upperclass Room Assignments.** Up to May 1, those students who have paid the advance deposit of $10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are reassigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after May 1 as possible, the remaining rooms are chosen by lot. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

**College Infirmary.** At 406 South 11th Street is located the infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. Medical service is provided by a physician who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for emergency hospitalization, for which a fee of $2.00 per day from the first day is charged. Free dispensary service is available to students in clinics conducted in the infirmary and in the Keith School.

**Chest X-Rays.** For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

**Dormitory Life.** General supervision of the personal and social welfare of women students is exercised by the Dean of Women and house mothers. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to official class ratings based on scholastic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

**Enrolment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations.** Participation in dormitory government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each living unit make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems.

**Men's Dormitory and Houses** are under the leadership of student house heads responsible to the Dean of Men. Some men may find it necessary to live in private homes. Men students are expected to abide by the rules and regulations of the College.

The college handbook, given to entering students, contains detailed information, and students are held responsible for knowing its contents, as they relate to living conditions and problems of college life.

## DAY STUDENTS

Women students are not permitted to room or board with private families who are not immediate relatives, unless they are working for room and board. Exceptions from these regulations must have the approval of the President in advance of registration or loss of credit will result.

Accommodations for day women students are provided in John Sutton Hall and consist of a large lounge attractively furnished and a dining-study room. Library facilities provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Day students may purchase lunches in the College Cafeteria.

## RESERVE OFFICERS' TRAINING CORPS

The United States Army has in operation a unit of the Reserve Officers Training Corps at the College. Male students may enroll in their Freshman year and upon graduation from the regular College Course and the Reserve Officers Training Corps program receive a Second Lieutenant's commission in the United States Army Officers Reserve Corps. College credit for this training is given in lieu of credit for Physical Education. To make this program possible, deferments from the draft are issued to the students successfully meeting the College and ROTC requirements. Upon graduation, the former student goes into the Army as an officer for a period of two years, if called by the Secretary of the Army. This enables the student to obtain his College degree and then fulfill his obligation to his country.

## ADVISORY SYSTEM

Purpose of the advisory system is to assist the student in his orientation to college life. Each student is assigned to a faculty adviser who confers with him relative to his program, his activities, his academic work, the evaluation of his progress and his education in values. At mid-semester teachers make reports of unsatisfactory work to student's adviser. The adviser consults with the student with the thought of assisting him improve his status by the end of the semester.

## THE PSYCHO-EDUCATIONAL BUREAU

The program of the Psycho-Educational Bureau involves the rendering of assistance to supervisory officials and classroom teachers of both the public and private schools of the college service area in the following general areas: diagnosis of academic and behavior problems, follow-up

programs, and formulation of remedial patterns of instruction. The program further includes guidance with respect to personality adjustments, reading improvement and study skills on the college level.

The Psycho-Educational Bureau is specifically concerned with individual and group testing with respect to academic ability and aptitudes, the measurement of educational achievement, the sensory functions, special abilities and disabilities, and personality adjustment and integration.

## GRADE REPORTS

About a week after each semester or summer session a full report is given or mailed to every student. Parents do not receive reports as it is assumed that college students are sufficiently mature and trustworthy to report the facts to their parents. Students who have not reached this state of maturity and integrity would seem to lack qualities highly desirable in prospective teachers.

## COMMENCEMENT

**Alumni Day.** Each year the Commencement season is started with a day devoted to the Alumni of the college. During this day the Seniors who will be graduating are accepted as members into the Alumni Association at their regular meeting at that time of the year. Other matters of importance to the Alumni are also considered at this meeting as well as the election of officers for the ensuing year. At noon an Alumni luncheon is served at which time a member of the Association addresses the group and reuning classes are honored. During the afternoon, class meetings and reunions are held; in the evening there is a dance and other forms of entertainment for the Seniors, their guests, and Alumni.

**Baccalaureate.** On the Sunday of Commencement week end, at 4:00 p. m. the Seniors and their guests join in the Baccalaureate services in Fisher Auditorium. A guest speaker addresses the group and special music is provided by the Music Department of the college.

**Commencement Exercises.** On the concluding day of Commencement season the academic exercises of graduation are observed. An outstanding speaker is procured to talk to those attending the exercises; and in turn, degrees are conferred upon the graduates of the various departments of the college, along with commissions being conferred upon those who have completed their work in the Reserve Officers Training Corps. The Commencement Exercises are followed by the last activity of the season, a Commencement Dinner at noon.

## ALUMNI

**Number.** Since its founding, Indiana has graduated approximately 15,000 students from its various curricula. Approximately 5,400 degrees have been granted since the school became a college in 1927. The support of these alumni has been an important factor in the consistent growth of the college.

**Alumni Association.** Indiana has a strong Alumni Association. Organized units are active in many sections of Pennsylvania. There are also units in New York, Michigan, and the District of Columbia. The Alumni Association inaugurated a publications program in the Fall of 1949 and alumni bulletins are now published biannually. The bulletins are sent to members of Alumni Units. Graduates living in areas where there are no Alumni Units may secure the bulletins by sending their dues directly to the Alumni Office at the college. A Life Membership Plan was also adopted in 1949.

The Executive Council, made up of the officers of the Association and delegates from the local units, meets twice a year and the General Alumni Association has one meeting a year—on Alumni Day in May.

Recent gifts of the Alumni Association to the college include the Moller Pipe Organ in John S. Fisher Auditorium; furniture for East Porch, John Sutton Hall; furniture and furnishings for a college guest room; two RCA television sets; a public address system for John S. Fisher auditorium, and water coolers for the library, gymnasium, and infirmary. The association also furnished and equipped the Alumni Office.

The Alumni Office is prepared to give information relative to all activities of the association.

## PLACEMENT SERVICE

The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Coordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

## STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and cooperation, the College sponsors a variety of student organizations.

## STUDENT PARTICIPATION IN COLLEGE ADMINISTRATION

**Student Council.** The Student Council cooperates with the administration in the consideration of college problems which pertain to scholarship, school life, community relationships and professional development. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

**Student Cooperative Association.** Each student enrolled in college pays, along with other fees, an Activity Fee of $12.50 a semester. This money, together with the profits made from the operation of the Cooperative Bookstore, is used to finance the Student Cooperative Association.

The activities of this organization are extremely broad and have a great influence on the college life of the student body. In general a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued upon payment of the Activity Fee.

All students are entitled to attend college athletic contests, receive the weekly college paper "The Indiana Penn", a copy of the college annual "The Oak," attend all-college dances with music furnished by an orchestra, parties which are held each Saturday evening as well as the dances conducted for an hour after dinner on Tuesday and Thursday. Funds from the Association are provided to secure programs for the weekly college convocations, motion pictures twice monthly, and also provide the student body with an active intramural program of athletics.

**The Cultural Life Series,** sponsored by the College Student Cooperative Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs. During the college year 1951-1952 this committee presented the Basque Singers, the Virginia Barter Theater Players in Shakespeare's Merchant of Venice, Lucile Cummings, contralto, Dwight Cooke, commentator, the Pittsburgh Symphony Orchestra with Paul Paray as guest conductor, and the Pennsylvania Intercollegiate Chorus.

Each year the Religious Life Committee sponsors a week devoted to the emphasis of religion and all different religious groups represented on the campus. Outstanding leaders in various religious groups are brought to the campus and help conduct the program outlined for this special occasion.

The finances of the Student Cooperative Association are administered by a Finance Committee appointed jointly by the President of the College and the Student Council.

**Resident Women's League.** This organization, composed of all women boarding students, aids in directing the affairs of women students who live in College property.

**Men's Student League.** This group, made up of all the men students, cooperates with the administration in managing the affairs of men students.

**Non-Resident Student League.** This organization promotes social contacts and activities of non-resident women students.

## RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. Students are encouraged to attend the churches of their choice on Sunday and to join the church clubs which offer opportunities for discussion and participation in religious programs. During the year the College Vesper programs give the opportunity for the students to hear some of the outstanding religious leaders of the country.

Through the YWCA, the YMCA and church clubs, students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. Attendance at area and regional conferences and the Student Christian Movement provide opportunities for studying state, national and world religious problems. Another opportunity for religious participation is given in a special Spiritual Enrichment Program which extends over several days. Speakers and counselors from different denominations speak during this time and aid students in individual and group conferences.

## DEPARTMENTAL GROUPS

**The Art Department** sponsors the Art Club to stimulate interest in art in the College community. Membership is open to all interested persons. The College Annual, "The Oak", the Art Education Conference, and the Annual Cooperative Exhibition are sponsored by the department and are supported financially by the Student Cooperative Association. Art students lend their talents freely to many other campus activities.

**The Department of Business Education** provides for its members the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department. Each fall a Business Institute is held. At this time representatives of business firms meet on the Campus to discuss and demonstrate to the members of the Business Education Department up-to-date business practices. Each spring a Merchandise Fair is staged in the college gymnasium, affording the merchants of the community a chance to display their merchandise, and giving the students of the Department of Business Education valuable business contacts and practice in arranging merchandise displays.

**The Division of Elementary Education** sponsors a local branch of the Association for Childhood Education International. All the students of the division become members of this organization which has for its purpose

To work for the education and well-being of children;

To promote desirable conditions, programs and practices in the schools - nursery through the elementary;

To raise the standard of preparation and to encourage continued professional growth of teachers and leaders in this field;

To bring into active cooperation all groups concerned with children in the school, the home and the community;

To inform the public of the needs of children and how the school program must be adjusted to fit those needs.

A student planned professional and social program helps the members of the organization to achieve the purpose af the ACEI.

**The English and Speech Department** sponsors three campus publications, all of which are underwritten financially by the Student Cooperative Association: "The Indiana Penn," weekly newspaper; "The Indiana Student Writes," annual collection of student creative writing; and "The Cue," the student handbook. Advisory responsibility of a literary nature is also assumed by the Department for "The Oak," the college annual. The Speech wing of the Department sponsors two organizations: "Masquers," an all-college group devoted to drama and the allied arts, and Sigma Alpha Eta, national professional fraternity for college students interested in speech correction and hearing. The English-Speech Club, whose membership includes all persons seeking certification in English and speech, holds a social-professional meeting once each semester at the College Lodge.

**The Geography Department** sponsors the Alpha Omega Gamma Fraternity, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field.

**The Home Economics Department** sponsors a Freshman and an upper class Home Economics Club. Both are affiliated with the Pennsylvania and the American Home Economics Association. Delegates are sent to the regional workshop and to state and national conventions. Every department major joins and works in the club as a preparation for her responsibility with Future Homemakers of America Clubs when teaching. Through club work each major gains experience in professional, social and leadership responsibilities in organization work. Merry-go, other social activities and fun raising experiences prepare members for many out-of-class advisory responsibilities home economics high school teachers are asked to assume.

**The Music Department** sponsors only one group exclusively for students majoring in Music, the Music Educators Club. All other activities exist for any college student who is interested and sufficiently capable. If a student cannot meet the rather exacting requirements for college choir he can be in one of the glee clubs. Likewise, where a student cannot qualify for the more advanced instrumental organizations (College Symphony, String Orchestra, or Symphonic Band) he may get desired experience through membership in the beginning orchestra, band, and instrumental workshop.

**The Science Department** sponsors the Science Club, an all-college club for those interested in Science. Membership includes students from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Meetings are held on the second and fourth Mondays of the month with the program provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

**The Division of Secondary Education** sponsors the Secondary Education Club which provides opportunities for students of the Division to become acquainted with current activities in modern high schools, to become familiar with areas outside those of their own specialization, to

organize and participate in club activities similar to those carried on in high schools, and to enjoy social meetings of the entire group.

**The Social Studies Department** sponsors the Inter-Collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; and the International Relations Club, which provides an opportunity for understanding and discussing world affairs. The club is sponsored by the Carnegie Foundation for Universal Peace and sends each year delegates to the Middle States Regional Conference.

**The Physical Education Department** encourages the formation of sports clubs for those students that are interested in a particular sport.

**Men's Varsity "I".** The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

**Women's Varsity "I".** This group is composed of girls who have shown by participation, an interest in athletics. It organizes intra-mural activities for girls, supplies sport managers, keeps records of all candidates for awards and promotes extra-college and professional contacts for its own members.

**Men's Intramural Sports.** A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, boxing, wrestling, swimming, track, basketball, volleyball, football (six-man and touch), baseball, softball speedball, soccer and out-door winter sports.

**Women's Intramural Sports.** The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

**Varsity Athletics.** A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, soccer, and swimming.

**Red Cross Life Saving and Swimming.** The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

## PROFESSIONAL ORGANIZATIONS

The John A. H. Keith Chapter of the Future Teachers of America is a professional organization composed of all seniors and other interested

students. Its purpose is "to quicken the interest of young people in the professional side of their educational careers." This organization provides an opportunity for active participation in both state and national education associations with which the seniors will later be associated.

## CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior —has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

## FRATERNITIES

**Honorary Fraternities.** The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business education is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in business education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. The Alpha Lamba Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus, March 30, 1946. Alpha Omega Gamma is a local honorary fraternity in geography, organized in 1927.

**Men's Fraternities.** Three national and two local fraternities for men now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Pa. Xi of Sigma Phi Epsilon, a national social fraternity, was established at Indiana, January 5, 1952. It took the place of Eta Chapter of Phi Sigma Pi, a national professional fraternity, established at Indiana, April, 1929. Phi Sigma Pi replaced Omega Chi, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930. Delta Sigma Nu, a local fraternity, was organized September, 1949. Delta Sigma Chi, a local fraternity, was organized in May, 1951.

**Inter-fraternity Council.** This small group, made up of the president, a representative and the sponsor of each fraternity, and the Dean of Men, meets at the call of the chairman to regulate inter-fraternity affairs.

**Women's Fraternities.** Ten national women's fraternities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Theta Sigma Upsilon, Delta Sigma Epsilon Phi Mu, Zeta Tau Alpha, Beta Sigma Omicron, and Sigma Kappa. In addition two local groups are working toward affiliation with national fraternities. The college believes that fraternities afford opportunities to young women for maintaining scholarship, for developing social poise, and for contributing to the life of the campus, of the community, and of the world at large.

## SCHOLARSHIPS AND LOANS

**State Scholarships.** The Department of Public Instruction annually awards scholarships on the basis of competitive examinations held on the first Friday in May of each year. These are awarded in each county and senatorial district in the state. Each scholarship is worth $100 a year for four years and may be used at the State Teachers Colleges. Inquiries concerning State Scholarships should be sent to Dr. James G. Pentz, Chief Pre-Professional Credentials, Department of Public Instruction, Harrisburg, Pennsylvania.

**Corinne Menk Wahr Scholarships.** Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from fifty to one hundred fifty dollars, payable in the designated amount for each of four years. Six scholarships of one hundred fifty dollars are granted, one in each curriculum—Art, Business, Elementary, Home Economics, Music, and Secondary. Four scholarships of one hundred fifty dollars each and scholarships of fifty and one hundred dollars each, totaling five hundred dollars, are granted at the discretion of the Scholarship Committee. Applicants for Wahr Scholarships must be residents of Pennsylvania and must be interested in the teaching profession. Applications may be secured from the Registrar. In any one year as many as sixty students may be receiving a total of six thousand dollars of Wahr Scholarship money. Policy governing the scholarship fund is established by the Board of Trustees and administered by a committee appointed by the President of the College.

Seven Wahr merit recognition scholarships of fifty dollars each are given each year to students at the college for excellence in certain fields as follows: The student who excels in athletics; the student who contributes the most to campus welfare; the student who does the most to promote the fine arts; the student showing the most initiative in bringing new ideas or action to the ISTC campus; the student evidencing the most professional promise as a teacher; the student with the highest scholarship during the first three years of college; and the student who writes most effectively.

**Clark Scholarship.** The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of fifty dollars will be awarded each semester to that young man, or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

**Morris Scholarships.** The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students

chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership, and American citizenship.

**Presser Foundation Scholarship.** The Presser Foundation of Philadelphia will award a scholarship of $250 each year to a music student at the Indiana State Teachers College.

**Kappa Delta Pi Scholarship.** The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the Sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of character, scholarship, and evidences of leadership.

**Sigma Phi Epsilon Award.** The Sigma Phi Epsilon Award is presented in memory of those brothers who gave their lives for their country in the Second World War. The sum of $25.00 will be presented annually to that male student who, because of his scholastic excellence, social achievements, and personality, is deemed most likely to succeed as a teacher.

**Loan Fund.** The Jane E. Leonard Memorial Loan Fund was established several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about $26,000. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. Not more than $100.00 will be loaned to a sophomore during one semester and the maximum sum loaned will not exceed $400.00.

**Men's Varsity "I" Loan Fund.** The Men's Varsity I Club has built up a loan fund for members of varsity athletic teams in good standing. Members may borrow not more than $150.00 per year. Loans are made for a reasonable period of time and are interest free for the first year. Thereafter the interest rate is two per cent per annum.

## THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

**Dates.** Three sessions, two of three weeks and one of six weeks, are planned for the summer of 1952. The pre-session will open Wednesday, June 4 and closes Friday, June 20. The main session starts, Monday, June 23 and continuing to August 1. The post-session opens Monday, August 4 and closes, Wednesday, August 20. It is thus possible for a student to secure three to twelve credits by attending the summer school.

Address Director of Summer Sessions for special bulletin indicating courses and activities of the Summer Session.

## SATURDAY CAMPUS AND EXTENSION CLASSES

**Saturday Campus Classes** are held on the campus on Saturdays (generally between 8:00 A. M. and 1:00 P. M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

**Extension Classes.** Teachers may earn as much as 25 per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for certain courses at a given place too far distant from Indiana for students to attend Saturday campus classes, arrangements may be made for one or more courses by extension. Requests should be made to the Dean of Instruction not later than one month preceding the opening month of the semester.

The contingent fee for all extension and Saturday Campus classes is $7.50 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing fulltime teaching.

# REQUIREMENTS FOR ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932, and adapted for use at Indiana State Teachers College. The general bases for admissions are:

General Scholarship and Tests
Character and Personality
Health and Physical Vigor
A Personal Interview

Candidates for admission must satisfy these general requirements as outlined in detail below.

**General Scholarship** as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes will be admitted, on recommendation of the principal or other school official, on certificate without further evidence of scholarship.
2. Applicants who do not rank in the upper half of their graduating classes may be admitted provided: A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.
3. Applicants for admission to the Art Department may be admitted provided: A rating satisfactory to the institution is made on an art aptitude test administered at the college.
4. Applicants for admission to the Music Department may be admitted provided: A rating satisfactory to the institution is made on a music aptitude test administered at the college, and auditions in singing and piano playing show the necessary specialized abilities. Applicants may also be heard on an orchestral instrument. They bring their own music and instrument.

| DATES FOR TESTS | HOURS FOR TESTS |
|---|---|
| March 1, 1952 | |
| April 1, 1952 | Scholastic Aptitude 10:30 a.m.—12:15 noon |
| May 1, 1952 | Art Aptitude 1:30 p.m.—3:00 p.m. |
| June 17, 1952 | Music Aptitude 1:30 p.m.—4:00 p.m. |
| July 17, 1952 | |
| August 19, 1952 | |

**Tests begin Promptly**—applicants who wish to take tests should report not later than 10:15 a.m. and 1:15 p.m.

**Character and Personality.** Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

**Health and physical vigor** as indicated by emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This certificate will be subject to the approval of College physician.

2. Applicants may be rejected for the following reasons: incurable defects or diseases of the heart, lung, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, and thyroid, defective vision of marked degree, permanently impaired hearing, marked speech defects, unsightly deformities or marked obesity.

3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

**A personal interview** with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is to give the admissions committee a report on the goals and activities of the applicant, to guide him in the choice of curriculm and to give an over all evaluation as a prospective teacher.

2. The interview will be conducted at the College. Wednesday and Thursday afternoons and test dates, 1:30 p.m. to 4:00 p.m., have been reserved as appropriate times for interviews. Specific information regarding interviews may be secured at any time by writing to the Registrar.

## SUMMARY OF STEPS FOR ADMISSION

1. File application and personnel record
2. File preliminary report on high school rank if application is filed before graduation
3. File complete record of high school credits after graduation
4. File medical blank
5. Come to the college for personal interview
6. Send check or money order for the advance deposit of ten dollars
7. Take scholastic aptitude test if required

8. Take art or music aptitude test (applicants for Art and Music only)
9. Transfer students—file an official transcript of college credits, including statement of honorable dismissal

The above steps for admission must be completed before applications can be submitted to the Committee on Admissions. A formal letter of approval from the Registrar indicates the applicant is admitted.

## ADVANCED STANDING

The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.
3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Students transferring less than 64 hours may be excused from some or all Freshmen tests if they have a transcript of their test record sent to the college.

Any other student must take the tests or submit his test records with his transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College.

Junior Standing can be attained only after attendance at Indiana for one semester.

## SCHOLASTIC REQUIREMENTS

**Grades.** The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

**Quality Points.** Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation, a student must have secured as many quality points as the number of semester hours he has earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this College.

**Criteria Governing Continuance in College.** It is expected that a student attending college for his first semester earn a minimum of eight hours and eight quality points to continue. Students falling below this minimum would rarely have a reversal of form.

It is expected that a student shall earn twelve hours and twelve quality points each semester to continue in good standing.

A student earning from 8 to 11 semester hours and/or from 8 to 11 quality points may continue on probation for one semester.

Each person shall be considered individually if his record is poor with a view to allowing exceptions because of personal illness, family conditions, or good test record.

**Classification of Students.** Students are placed in one of four classes according to progress towards graduation.

A freshman has less than 30 semester hours and 30 quality points.

A sophomore has at least 30 semester hours and 30 quality points but has not attained junior standing. (Transfers having 30 or more semester hours are so classified for one semester.)

A junior has applied for junior standing and has been approved. (See below.)

A senior has been approved for junior standing and has earned 96 or more semester hours. (Persons holding degree may be classified as seniors.)

**Junior Standing.** The main purpose of junior standing is to assure certain students that success in the teaching profession is evident; also, that the college intends to recommend him as a teacher if he continues his progress at the same level.

The college hopes that the requirements established for junior standing emphasize the fundamental areas in which the student must develop. It is more than a look at the scholastic record although deficiencies in a student's education must be filled.

After two years at Indiana an evaluation of the progress of each student is desirable. Various phases of life contributing to teaching success are noted: habits of social living, initiative, assumption of responsibility, professional attitudes and others listed below. All these should contribute to making the student a better teacher for a better position.

The process includes an application for junior standing by the student and approval by the Committee on Admissions and Professional Standards. If the student is not suited to the profession, then the college assists in making an adjustment to a new objective. In this procedure of junior standing the student is treated as an individual, with special hopes, skills and desires. Not everyone may be a successful teacher but each student should be helped in achieving a successful life.

Formal admission to Junior Standing is a requisite for continuing the program in teacher education. This marks the time when the professional work is intensified. Fourth semester students will make application for admission to Junior Standing, for which they are required to meet the following qualifications:

1. The scholastic record must be "C" average or better for the first two years' work.
2. A "C" average must be attained in English courses or a satisfactory score made on the Sophomore English Test. Students transferring English credits must pass the Sophomore English test.
3. Adequate background as measured by the Sophomore Tests (December or March) in English, General Culture, and Contemporary Affairs must be shown. Students who rank low in all three tests will be required to take an additional three hour course, and to repeat the Sophomore Tests.
4. A personality that is satisfactory for a teacher must be in evidence. Reports of six or seven members of the faculty form the basis for evaluating this factor.
5. Evidence of physical stamina and freedom from physical defects that may interfere with the duties of a teacher must be presented.
6. The voice must be pleasing and free from objectionable qualities.
7. A well balanced record of extra-curricular activities must have been developed.
8. The student shall meet the specific requirements of his curriculum and the courses prescribed for the first two years.

Students who fail to meet the above requirements will be given one semester plus summer sessions to make them up. Students who fail to clear their deficiencies at the time of their second application will be denied further professional training leading to certification, until the deficiency is made up.

Credentials will be examined by the Committee on Professional Standards and decisions will be reached on the basis of all evidence available.

**Eligibility for Student Teaching.** No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

## REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Any student who desires to pursue any part of the selected curriculum at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curriculum for further details.

# REQUIREMENTS FOR CERTIFICATION

**Provisional College Certificates.** The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the State.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding about 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers.

**Elementary-Temporary Standard Certificate.** On March 6, 1942, the State Council of Education authorized the Superintendent of Public Instruction to issue an elementary-temporary standard certificate valid for teaching in the elementary field for a period of one year to the holder of a certificate which is valid for teaching in the secondary field, under certain conditions, which are chiefly:

1. A written request shall be presented to the Superintendent of Public Instruction by the superintendent under whose jurisdiction the teacher is to serve.

2. The certificate may be renewed for an additional period of one year through the presentation of an official transcript showing that six semester hours of further professional education in the elementary field have been completed.

# FEES, DEPOSITS, REPAYMENTS

(Subject To Change)

## CONTINGENT FEES

**Contingent Fee for Regular Session.** A contingent fee for each student in each curriculum is charged as follows:

| | Semester |
|---|---|
| Elementary Curriculum | $45.00 |
| Secondary Curriculum | 45.00 |
| Art Curriculum | 63.00 |
| Business Education Curriculum | 57.00 |
| Home Economics Curriculum | 72.00 |
| *Music Education Curriculum | 90.00 |

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking more than seven (7) semester hours—whether in regular, Saturday Campus, or extension classes—shall pay the appropriate regular contingent fee listed above. These fees include the full semesterly amount of the following special curriculum fees: Art Curriculum, $18.00; Business Education Curriculum, $12.00; Home Economics Curriculum, $27.00; Music Education Curriculum, $45.00. No Special curriculum fee is charged to any student in the Elementary or Secondary Curriculua. All students taking seven (7) or fewer semester hours—whether in the regular, Saturday Campus, or extension classes—shall pay at the rate of $7.50 per semester hour plus such pro rata of the above enumerated semesterly special curriculum fees as the number of hours they carry bears to eighteen (18) semester hours.

**Contingent Fee for Six-Weeks Summer Session.** The fee for the regular Summer Session is $7.50 per semester hour. A minimum contingent fee of $22.50 is charged.

**Contingent Fee for Three-Weeks Pre- and Post-Sessions.** The contingent fee for the Pre- and Post-Sessions is $7.50 per semester hour.

**Contingent Fee for Special Curricula.** In addition to the above fee for the summer sessions, students enroled in the special curricula will pay the following additional contingent fees:

| | Summer Session | Pre-Session | Post-Session |
|---|---|---|---|
| Art | $ 6.00 | $3.00 | $3.00 |
| Business Education | 4.00 | 2.00 | 2.00 |
| Home Economics | 9.00 | 4.50 | 4.50 |
| Music Education | 15.00 | 7.50 | 7.50 |

* This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Private Instruction in Music" on Page 38.

## HOUSING FEE

The housing fee for students is $90.00 per one-half semester, $60.00 for the Summer Session, and $30.00 for the pre- and post-sessions. This includes room, meals, and limited laundry. For rooms with running water an additional charge of $9.00 per student per semester, or $3.00 for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the direction of the President of the College, occupy a double room alone by paying an additional $36.00 per semester, or $12.00 for a Summer Session.

## STUDENT ACTIVITY FEE

An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of $12.50 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. For the regular Summer Session the fee is $4.00, and for the Pre- or Post-Summer Sessions, $2.00. No activity fee is charged for Saturday campus and extension classes.

## LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

## FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of $240.00 per year or at the rate of $7.50 per credit. Out-of-State students enrolled in other curricula pay additional contingent fees as follows: Art, $36.00; Business Education, $24.00; Home Economics, $54.00; Music Education, $90.00.

## SPECIAL FEES

**Private Instruction in Music.** A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their $45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is $6.00 per semester. The fee for practice use of the pipe organ one period per day is $36.00 per semester. If state-owned instruments are not available, the Music Department will assist

in securing instruments from individuals for students at the current rate of $8.00 per semester.

**Damage Fee.** Students are responsible for damages, breakage, loss, or delayed return of college property.

**Infirmary Fee.** After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students who are admitted to the infirmary board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

**Degree Fee.** A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

**Transcript Fee.** A fee of $1.00 is charged for the second and each subsequent transcript of records.

**Delinquent Accounts.** No student shall be enroled, graduated, or receive a transcript of his records until all previous charges have been paid.

In addition to the above fees the average student will require approximately $30.00 per semester for books, gymnasium costume, student organization dues, etc.

## DEPOSITS

**Advance Registration Deposit.** A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made on application by the student to the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

**Military Clothing Deposit.** A deposit of $5.00 must be made by all students at the time of registration, if enrollment in the ROTC is included. Any balance remaining in the deposit after losses of military clothing have been deducted will be returned at the end of the college year, or sooner, if the student terminates his enrollment in the ROTC. The United States must be reimbursed only for lost property.

No fees or deposits other than those specified above will be charged.

**Private Accounts.** As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.

## REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

## TIME OF PAYMENTS

Payment in full of all Pre-Session fees.....June 4
Payment in full of all regular Summer Session fees.....June 23
Payment in full of all Post-Session fees.....August 4
Payment for the first half of first semester.....September 8-10
Payment for the second half of first semester.....November 3-8
Payment for first half of second semester.....January 26-27
Payment for second half of second semester.....March 23-28

Payment for the entire semester may be made in September and January if desired.

## HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and to the Business Office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

## SUMMARY OF FEES

(Subject to Change)

### STUDENTS LIVING AT THE COLLEGE

First Semester

| Description | Elementary Ed. | Secondary Ed. | Art Ed. | Bus. Ed. | Home Ec. Ed. | Music Ed. |
|---|---|---|---|---|---|---|
| Amount Due Sept. 9-10, 1952 | | | | | | |
| Contingent Fee | $ 22.50 | $ 22.50 | $ 31.50 | $ 28.50 | $ 36.00 | $ 45.00 |
| Room, Board & Laundry | 90.00 | 90.00 | 90.00 | 90.00 | 90.00 | 90.00 |
| Total Due Commonwealth of Pa. | $112.50 | $112.50 | $121.50 | $118.50 | $126.00 | $135.00 |
| Activities Fee—Total Due Students Co-operative Ass'n. | $ 12.50 | $ 12.50 | $ 12.50 | $ 12.50 | $ 12.50 | $ 12.50 |
| Amount Due Nov. 3-8, 1952 | | | | | | |
| Contingent Fee | $ 22.50 | $ 22.50 | $ 31.50 | $ 28.50 | $ 36.00 | $ 45.00 |
| Room, Board & Laundry | 90.00 | 90.00 | 90.00 | 90.00 | 90.00 | 90.00 |
| Total Due Commonwealth of Pa. | $112.50 | $112.50 | $121.50 | $118.50 | $126.00 | $135.00 |
| Total—First Semester | $237.50 | $237.50 | $255.50 | $249.50 | $264.50 | $282.50 |

Fees for the Second Semester are the same as the above.

### STUDENTS NOT LIVING AT THE COLLEGE

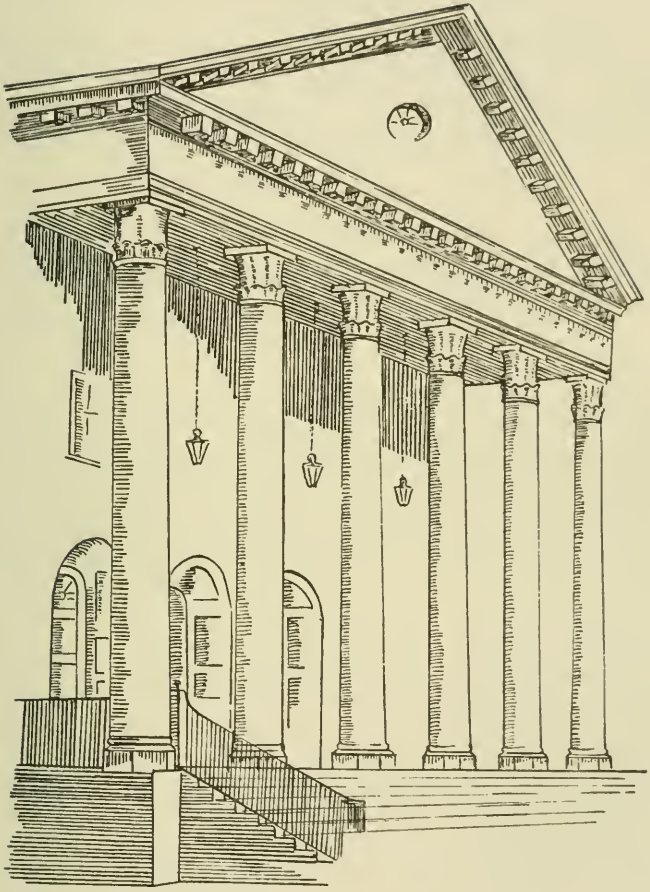
First Semester

| Description | Elementary Ed. | Secondary Ed. | Art Ed. | Bus. Ed. | Home Ec. Ed. | Music Ed. |
|---|---|---|---|---|---|---|
| Amount due Sept. 9-10, 1952 | | | | | | |
| Contingent Fee—Total Due Commonwealth of Pa. | $ 22.50 | $ 22.50 | $ 31.50 | $ 28.50 | $ 36.00 | $ 45.00 |
| Activities Fee—Total Due Students Co-operative Ass'n. | $ 12.50 | $ 12.50 | $ 12.50 | $ 12.50 | $ 12.50 | $ 12.50 |
| Amount Due Nov. 3-8, 1952 | | | | | | |
| Contingent Fee—Total Due Commonwealth of Pa. | $ 22.50 | $ 22.50 | $ 31.50 | $ 28.50 | $ 36.00 | $ 45.00 |
| Total—First Semester | $ 57.50 | $ 57.50 | $ 75.50 | $ 69.50 | $ 84.50 | $102.50 |

Fees for the Second Semester are the same as the above.

If Advance Reservation Deposit of $10.00 has been paid, please deduct $10.00 from the September payment due the Commonwealth.

Payment for the entire semester may be made in September and January.



# THE CURRICULA

## THE CURRICULA

For over two years the faculties of the State Teachers Colleges and the Board of Presidents have been studying the possibility and desirability of inaugurating revised curricula in the colleges. At a meeting of the Board of Presidents, November 17, 1950, the curricula which follow were approved by the Board of Presidents. Probably the chief emphasis in this revision is the inclusion of certain courses, common to all curricula. It is hoped that these curricula will give the teachers of Pennsylvania a more adequate background. These courses are indicated below.

## GENERAL EDUCATION COURSES

**(Required of all students)**

Listed in the approximate order in which the courses are offered:

| | Hours | |
|---|---|---|
| | Clock | Semester |
| Health | 2 | 2 |
| Professional Orientation | 3 | 3 |
| Basic Biology | 4 | 3 |
| World Geography | 3 | 3 |
| Communications I | 5 | 5 |
| English I (3-3) | | |
| Speech I (2-2) | | |
| Physical Education I | 2 | 1 |
| Communications II | 5 | 5 |
| English II (3-3) | | |
| Speech II (2-2) | | |
| Introduction to Art | 3 | 2 |
| Introduction to Music | 3 | 2 |
| Basic Physical Science | 4 | 3 |
| Physical Education II | 2 | 1 |
| World Culture I | 5 | 5 |
| History of Civilization I (3-3) | | |
| Literature I (2-2) | | |
| Physical Education III | 2 | 1 |
| World Culture II | 5 | 5 |
| History of Civilization II (3-3) | | |
| Literature II (2-2) | | |
| General Psychology | 3 | 3 |
| History of United States and Pennsylvania | 3 | 3 |
| Educational Psychology and Evaluative Techniques | 3 | 3 |
| Audio-Visual Education | 3 | 2 |
| American Citizenship | 6 | 6 |
| American Government (3-3) | | |
| and Family Relations (3-3) | | |
| or Introduction to Philosophy (3-3) | | |
| Student Teaching and Direction of Student Activities | 30 | 12 |
| Professional Practicum including School Law | 2 | 2 |

# DIVISION OF ELEMENTARY EDUCATION

Irene Russell, *Director of Division*

The elementary curriculum is planned to prepare students to teach children who are enrolled in kindergarten, primary and intermediate grades. Upon completion of work in this curriculum, the student will receive the degree of Bachelor of Science in Education and a College Provisional Certificate which will entitle the graduate to teach in the public schools of Pennsylvania.

During the four years of preparation, emphasis is placed on the philosophy that the function of the elementary teacher is to guide the development of children and to provide learning experiences which are real and meaningful, and planned to meet the individual needs of children in the classroom.

Professional courses give the student an understanding of child development, a knowledge of elementary school materials and procedures, and an appreciation of the function of the public school in community life. Opportunities are provided for continuous group experiences with children of elementary school age. These experiences take place with children in different community situations and culminate with supervised participation and student teaching in the Keith School and in the elementary schools of Indiana.

Students in the elementary division are members of the Elementary Club which is affiliated with the Association for Childhood Education International. This organization sponsors many professional and social activities during the college year.

Teaching in the elementary schools of Pennsylvania provides many opportunities for capable young men and women. A single salary schedule with yearly increments is maintained. Teaching experience in elementary grades provides students interested in graduate study with an excellent background for specialization and further advancement.

## FEES

| (Subject to Change) | Semester |
|---|---|
| Contingent Fee (payable in two installments) | $ 45.00 |
| Housing Fee (payable in two installments) | 180.00 |
| Activity Fee | 12.50 |
| | $237.50 |

(Also see pages 37 to 41)

## CURRICULUM IN ELEMENTARY EDUCATION

*Sequence of courses subject to change for administrative reasons*

### FIRST SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications I ..... or English I (3-3) and Speech I (2-2) | 5 | 5 |
| Professional Orientation | 3 | 3 |
| Basic Biology ..... | 4 | 3 |
| Health ..... | 2 | 2 |
| World Geography ..... | 3 | 3 |
| | 17 | 16 |

### SECOND SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications II..... or English II (3-3) and Speech II (2-2) | 5 | 5 |
| Introduction to Art..... | 3 | 2 |
| Introduction to Music.. | 3 | 2 |
| Basic Physical Science.. | 4 | 3 |
| Physical Education I... | 2 | 1 |
| Geography of the United States and Penna. ... | 3 | 3 |
| | 20 | 16 |

### THIRD SEMESTER

| | | |
|---|---|---|
| World Culture I..... or History of Civilization I (3-3) and Literature I (2-2) | 5 | 5 |
| Music for the Elementary Grades ..... | 2 | 2 |
| Physical Education II.. | 2 | 1 |
| Science for the Elementary Grades ..... | 3 | 3 |
| Art for the Elementary Grades ..... | 2 | 2 |
| Electives ..... | 3 | 3 |
| | 17 | 16 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| World Culture II ..... or History of Civilization II (3-3) and Literature II (2-2) | 5 | 5 |
| Audio-Visual Education | 3 | 2 |
| Teaching of Music in the Elementary Grades... | 4 | 3 |
| Teaching of Art in the Elementary Grades... | 4 | 3 |
| Physical Education III.. | 2 | 1 |
| Electives ..... | 2 | 2 |
| | 20 | 16 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| History of the United States and Penna. I... | 3 | 3 |
| Language Arts in the Elementary Grades... or Teaching of Reading (3-3), Language (3-3), Children's Literature (3-3) | 9 | 9 |
| General Psychology.... | 3 | 3 |
| Teaching of Health and Physical Education... | 3 | 2 |
| | 18 | 17 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| History of the United States and Penna. II.. | 3 | 3 |
| Child Development..... | 3 | 3 |
| Social Living in the Elementary Grades... Teaching of Arithmetic (3-3), Elementary Science (3-3), Social Studies and Geography (3-3) | 9 | 9 |
| Educational Psychology and Evaluative techniques ..... | 3 | 3 |
| | 18 | 18 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| American Citizenship .. | 6 | 6 |
| Option I Home and Family Living (3-3), and American Government (3-3), Option II Introduction to Philosophy (3-3), and American Government (3-3) | | |
| Electives ..... | 9 | 9 |
| | 15 | 15 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Student Teaching and Direction of Pupil Activities ..... | 30 | 12 |
| Professional Practicum including School Law | 2 | 2 |
| | 32 | 14 |

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a course. A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

### SPECIALIZATION AND ELECTIVES

Provisional College Certificates issued on the basis of the four year elementary curriculum are valid for kindergarten and Grades I to VI inclusive and for Grades VII and VIII if not in a regularly organized and approved junior high school or in junior-senior high school.

## DIRECTORY OF DESCRIPTIONS OF REQUIRED COURSES FOR THE ELEMENTARY CURRICULUM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|---|---|
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| General Psychology | 76 |
| Child Development I | 78 |
| Educational Psychology and Evaluative Techniques | 76 |
| Social Living | 78 |
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| Science for the Elementary Grades | 129 |
| Teaching Science in the Elementary Grades | 129 |
| **SOCIAL STUDIES** | |
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## DIRECTORY OF DESCRIPTIONS OF ELECTIVE COURSES RECOMMENDED FOR THE ELEMENTARY CURRICULUM


| | |
|---|---|
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# DIVISION OF SECONDARY EDUCATION

JOY MAHACHEK, *Director of Division*

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of Bachelor of Science in Education and the Provisional College Certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school. Besides completing the courses listed under "Curriculum in Secondary Education," a student in that curriculum must meet the certification requirements in two fields, in one of which he must have at least 24 semester hours, and in the other at least 18 semester hours. He may choose his two fields from the following: aeronautics, English, French, geography, mathematics, science, social studies, Spanish, and speech; and fit the necessary courses into his program as electives.

Students should note that requirements for specialization in some areas are above the minimums listed. For course descriptions and department requirements see pages 64 to 132.

Permanent certification is secured upon the completion of three years of successful teaching and the completion of six semester hours of approved work.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of democracy.

The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

## FEES

| (Subject to Change) | Semester |
|---|---|
| Contingent Fee (payable in two installments) | $ 45.00 |
| Housing Fee (payable in two installments) | 180.00 |
| Activity Fee | 12.50 |
| | $237.50 |

(Also see pages 37 to 41).

## CURRICULUM IN SECONDARY EDUCATION

*Sequence of courses subject to change for administrative purposes*

### FIRST SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications I ..... or English I (3-3) and Speech I (2-2) | 5 | 5 |
| Basic Biology..... | 4 | 3 |
| Health ..... | 2 | 2 |
| World Geography ..... | 3 | 3 |
| Electives ..... | 2 | 2 |
| | 16 | 15 |

### SECOND SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications II .... or English II (3-3) and Speech II (2-2) | 5 | 5 |
| Basic Physical Science | 4 | 3 |
| Physical Education I.. | 2 | 1 |
| Professional Orientation | 3 | 3 |
| Fundamentals of Mathematics ..... | 3 | 3 |
| Electives ..... | 2 | 2 |
| | 19 | 17 |

### THIRD SEMESTER

| | | |
|---|---|---|
| World Culture I..... or History of Civilization I (3-3) and Literature 1 (2-2) | 5 | 5 |
| Introduction to Art..... | 3 | 2 |
| Physical Education II.. | 2 | 1 |
| Science in Modern Civilization ..... | 3 | 3 |
| Electives ..... | 6 | 6 |
| | 19 | 17 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| World Culture II..... or History of Civilization II (3-3) and Literature II (2-2) | 5 | 5 |
| Introduction to Music.. | 3 | 2 |
| Physical Education III | 2 | 1 |
| Electives ..... | 9 | 9 |
| | 19 | 17 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| History of the United States and Penna. I.. | 3 | 3 |
| Audio-Visual Education | 3 | 2 |
| General Psychology .... | 3 | 3 |
| Electives ..... | 8 | 8 |
| | 17 | 16 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| History of the United States and Penna. II | 3 | 3 |
| Problems of Secondary Education including Guidance ..... | 3 | 3 |
| Educational Psychology and Evaluative Techniques ..... | 3 | 3 |
| Electives ..... | 7 | 7 |
| | 16 | 16 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| American Citizenship .. | 6 | 6 |
| Option I Home and Family Living (3-3), and American Government (3-3), Option II Introduction to Philosophy (3-3), and American Government (3-3) | | |
| Electives ..... | 9 | 9 |
| | 15 | 15 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Student Teaching and Direction of Student Activities ..... | 30 | 12 |
| Professional Practicum including School Law | 2 | 2 |
| | 32 | 14 |

Graduation requirements for this curriculum include specialization in not less than two teaching fields.

1. The first field shall require not fewer than thirty (30) semester hours except the General Field of Science requiring thirty-eight (38) hours and English requiring thirty-five (35) hours. The fields included in this category are:
   Biological Science, History, Social Science, Social Studies and Physical Science and not fewer than twenty-four (24) Semester Hours in: Aeronautics, Chemistry, Foreign Languages, Geography, Mathematics. Physics and Speech.

2. The second field shall require not fewer semester hours than the minimum required for certification, (in most cases, eighteen).

A student may be given the privilege of taking an examination in any subject matter area for the purpose of securing exemption from taking a required course. A student shall be given credit for a course in which he registers and in which he demonstrates competence by a qualifying examination.

For course descriptions see pages 64 to 132.

# THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD OFFERED IN THE CURRICULUM IN SECONDARY EDUCATION

| | Hours Clock | Hours Semester |
|---|---|---|
| **AERONAUTICS** | | |
| First Field—24 s. h. | | |
| Second Field—18 s. h. | | |
| **Required:** | | |
| Aviation Mathematics | 3 | 3 |
| Aircraft Communications and Regulations | 3 | 3 |
| General Service and Structure of Aircraft | 3 | 3 |
| Aerial Navigation | 3 | 3 |
| Meteorology | 3 | 3 |
| Aerodynamics and Theory of Flight | 3 | 3 |
| **Electives:** | | |
| Aircraft Engines | 12 | 6 |
| Identification of Aircraft | 3 | 3 |
| Climatology | 3 | 3 |
| Commercial Air Transportation | 3 | 3 |
| Flight Experience | | 3-6 |
| **BIOLOGICAL SCIENCE** | | |
| First Field—30 s. h. | | |
| Second Field—18 s. h. | | |
| **Required:** | | |
| Botany I | 6 | 4 |
| Botany II | 6 | 4 |
| Zoology I | 6 | 4 |
| Zoology II | 6 | 4 |
| *Teaching Science in the Secondary School | 3 | 3 |
| **Electives:** at least one course to be selected from each group below: | | |
| **Group 1—Field Courses** | | |
| Field Botany | 5 | 3 |
| Ornithology | 5 | 3 |
| Entomology | 5 | 3 |
| Ecology | 5 | 3 |
| Field Zoology | 5 | 3 |
| Conservation | 5 | 3 |
| **Group 2—Laboratory Courses** | | |
| Vertebrate Anatomy | 5 | 3 |
| Physiology | 5 | 3 |
| Microbiology | 5 | 3 |
| Parasitology | 5 | 3 |
| Genetics | 5 | 3 |
| **CHEMISTRY** | | |
| First Field—30 s. h. | | |
| Second Field—18 s. h. | | |
| **Required:** Basic Physical Science may be omitted | | |
| Inorganic Chemistry I | 6 | 4 |
| Inorganic Chemistry II | 6 | 4 |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| Qualitative Analysis | 7 | 3 |
| Quantitative Analysis | 7 | 3 |
| *Teaching Science in the Secondary School | 3 | 3 |
| **Electives:** | | |
| Organic Chemistry I | 6 | 4 |
| Organic Chemistry II | 5 | 3 |
| Biological Chemistry | 6 | 3 |
| Physical Chemistry | 5 | 3 |
| Collodial Chemistry | 6 | 3 |
| Industrial Chemistry | 5 | 3 |
| Chemistry of Food and Nutrition | 6 | 3 |
| Water Analysis | 4 | 2 |
| **ENGLISH** | | |
| First Field—35 s. h. | | |
| Second Field—18 s. h. | | |
| **Required:** | | |
| *Communications I (5-5) | 3 | 3 |
| *Communications II (5-5) | 3 | 3 |
| World Culture I (5-5) | 2 | 2 |
| World Culture II (5-5) | 2 | 2 |
| *Recent Trends in Teaching English | 3 | 3 |
| **Electives:** at least one course to be selected from each group below: | | |
| **Group 1—Survey Courses** | | |
| American Literature | 3 | 3 |
| English Literature | 3 | 3 |
| American Poetry | 3 | 3 |
| American Prose | 3 | 3 |
| Children's Literature and Story Telling | 3 | 3 |
| World Literature | 3 | 3 |
| **Group 2—Period Courses** | | |
| Pre-Shakespearean Literature | 3 | 3 |
| Shakespeare | 3 | 3 |
| Eighteenth Century Literature | 3 | 3 |
| The Romantic Movement | 3 | 3 |
| Victorian Literature | 3 | 3 |
| **Group 3—Literary form courses** | | |
| Criticism | 3 | 3 |
| Modern Drama | 3 | 3 |
| The Novel to 1870 | 3 | 3 |
| Contemporary Novel | 3 | 3 |
| Short Story | 3 | 3 |
| Essay | 3 | 3 |
| Contemporary Poetry | 3 | 3 |
| Literature of Biography | 3 | 3 |
| **Group 4—Composition** | | |
| Advanced Composition | 3 | 3 |
| English Philology | 3 | 3 |
| Creative Writing | 3 | 3 |
| Journalism | 3 | 3 |
| **FRENCH** | | |
| First Field—24 s. h. | | |
| Second Field—18 s. h. | | |
| **Required:** | | |
| Elementary French I and II | 3 | 3 |
| Intermediate French III and IV | 3 | 3 |
| Advanced French Language | 3 | 3 |
| French Culture | 3 | 3 |
| **Electives:** | | |
| French Literature to the Nineteenth Century | 3 | 3 |
| Nineteenth Century French Literature | 3 | 3 |
| Twentieth Century French Literature | 3 | 3 |
| Special Projects | 3 | 3 |

| | Hours Clock | Hours Semester |
|---|---|---|
| **GENERAL FIELD OF SCIENCE** | | |
| First Field Only—38 s. h. | | |
| **Required:** Basic Biology and Basic Physical Science may be omitted | | |
| Botany I | 6 | 4 |
| Botany II | 6 | 4 |
| Zoology I | 6 | 4 |
| Zoology II | 6 | 4 |
| Inorganic Chemistry I | 6 | 4 |
| Inorganic Chemistry II | 6 | 4 |
| Earth Science | 4 | 3 |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| *Teaching Science in the Secondary School | 3 | 3 |
| **GENERAL SPEECH** | | |
| First Field—24 s. h. Second Field—18 s. h. | | |
| **Required:** | | |
| Communications I (5-5) | 2 | 2 |
| Communications II (5-5) | 2 | 2 |
| Phonetics and Voice | 3 | 3 |
| Oral Interpretation | 3 | 3 |
| Play Production | 3 | 3 |
| *Speech Programs in Secondary Schools | 2 | 2 |
| **Electives:** | | |
| Stagecraft, Scenic Design and Lighting | 3 | 3 |
| Debate, Group Discussion and Parliamentary Procedure | 3 | 3 |
| Radio I | 3 | 3 |
| Radio II | 3 | 3 |
| Creative Dramatics and Story Telling | 3 | 3 |
| Costume and Make-up | 3 | 3 |
| Choral Speaking | 3 | 3 |
| Community Dramatics and Pageantry | 3 | 3 |
| Speech Development and Improvement | 3 | 3 |
| Speech and Hearing Clinic | 6 | 4 |
| Speech Problems | 3 | 3 |
| Psychology of Speech | 3 | 3 |
| Speech Pathology | 3 | 3 |
| **GEOGRAPHY** | | |
| First Field—24 s. h. Second Field—18 s. h. | | |
| **Required:** | | |
| World Geography | 3 | 3 |
| *Teaching Geography in the Secondary School | 3 | 3 |
| **Electives:** at least two courses to be selected from each group below | | |
| **Group 1—Earth Studies** | | |
| Climatology | 3 | 3 |
| Geology | 3 | 3 |
| Meteorology | 3 | 3 |
| Physiography | 3 | 3 |
| Cartography | 3 | 3 |
| **Group 2—Economics** | | |
| Economic Geography | 3 | 3 |
| Commercial Air Transportation | 3 | 3 |
| Conservation of Natural Resources | 3 | 3 |
| Geographic Influences in American History | 3 | 3 |
| Trade and Transportation | 3 | 3 |
| **Group 3—Regional Studies** | | |
| Geography of the United States and Pennsylvania | 3 | 3 |
| Geography of Pennsylvania | 3 | 3 |
| Geography of Asia | 3 | 3 |
| Geography of Africa and Australia | 3 | 3 |
| Geography of Europe | 3 | 3 |
| Geography of the Far East | 3 | 3 |
| Geography of Latin America | 3 | 3 |
| Geography of the United States and Canada | 3 | 3 |
| World Problems in Geography | 3 | 3 |
| Field Courses (as approved) | 3 | 3 |
| **HISTORY** | | |
| First Field—30 s. h. Second Field—18 s. h. | | |
| **Required:** | | |
| World Culture I (5-5) | 3 | 3 |
| World Culture II (5-5) | 3 | 3 |
| History of U. S. and Pennsylvania I | 3 | 3 |
| History of U. S. and Pennsylvania II | 3 | 3 |
| *American Citizenship or American Government (3-3) and Home and Family Living (3-3) or Introduction to Philosophy (3-3) | 6 | 6 |
| *Teaching Social Studies in the Secondary School | 3 | 3 |
| **Electives:** | | |
| History of Europe to 1815 | 3 | 3 |
| History of Europe Since 1815 | 3 | 3 |
| History of Pennsylvania | 3 | 3 |
| History of England | 3 | 3 |
| Twentieth Century World | 3 | 3 |
| Diplomatic History of U. S. | 3 | 3 |
| History of Latin America | 3 | 3 |
| History of the Middle East and India | 3 | 3 |
| History of the Far East | 3 | 3 |
| **MATHEMATICS** | | |
| First Field—24 s. h. Second Field—18 s. h. | | |
| **Required:** | | |
| College Algebra | 3 | 3 |
| Trigonometry | 3 | 3 |
| Analytic Geometry | 3 | 3 |
| Calculus I | 3 | 3 |
| Calculus II | 3 | 3 |
| *Teaching Mathematics in the Secondary School | 3 | 3 |
| **Electives:** | | |
| Advanced College Algebra | 3 | 3 |
| Synthetic Geometry | 3 | 3 |
| Spherical Trigonometry and Navigation | 3 | 3 |
| Statistics | 3 | 3 |
| History of Mathematics | 3 | 3 |
| College Geometry | 3 | 3 |
| Field Work in Mathematics | 3 | 3 |
| Calculus III | 3 | 3 |
| Mathematics of Finance | 3 | 3 |

## PHYSICAL SCIENCE

First Field—30 s. h.
Second Field—18 s. h.
Basic Physical Science may be omitted.

| | Hours Clock | Hours Semester |
|---|---|---|
| **Required:** | | |
| Inorganic Chemistry I | 6 | 4 |
| Inorganic Chemistry II | 6 | 4 |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| *Teaching Science in the Secondary School | 3 | 3 |
| **Electives:** | | |
| To be selected from Chemistry, Earth Science or Physics | | |

## PHYSICS

First Field—30 s. h.
Second Field—18 s. h.

| | Hours Clock | Hours Semester |
|---|---|---|
| **Required:** | | |
| Physics I | 6 | 4 |
| Physics II | 6 | 4 |
| Inorganic Chemistry I | 6 | 4 |
| Inorganic Chemistry II | 6 | 4 |
| *Teaching Science in the Secondary School | 3 | 3 |
| **Electives:** | | |
| Magnetism and Electricity | 6 | 4 |
| Mechanics | 6 | 4 |
| Heat | 6 | 4 |
| Electronics | 5 | 3 |
| Optics | 5 | 3 |
| Sound | 5 | 3 |
| Physical Measurements | Variable | |

## SOCIAL SCIENCE

First Field—30 s. h.
Second Field—18 s. h.

| | Hours Clock | Hours Semester |
|---|---|---|
| **Required:** | | |
| World Culture I (5-5) | 3 | 3 |
| World Culture II (5-5) | 3 | 3 |
| History of the U. S. and Pennsylvania I | 3 | 3 |
| History of the U. S. and Pennsylvania II | 3 | 3 |
| *American Citizenship or American Government (3-3) and Home and Family Living (3-3) or Introduction to Philosophy | 6 | 6 |
| Principles of Sociology | 3 | 3 |
| Principles of Economics | 3 | 3 |
| *Teaching of Social Studies in the Secondary School | 3 | 3 |
| **Electives:** | | |
| Contemporary Social Problems | 3 | 3 |
| Contemporary Economic Problems | 3 | 3 |
| Consumer Education | 3 | 3 |
| Municipal Government | 3 | 3 |
| Comparative Government | 3 | 3 |
| Industrial Relations | 3 | 3 |

## SOCIAL STUDIES

First Field—30 s. h.
Second Field—18 s. h.

| | Hours Clock | Hours Semester |
|---|---|---|
| **Required:** | | |
| World Culture I (5-5) | 3 | 3 |
| World Culture II (5-5) | 3 | 3 |
| History of U. S. and Pennsylvania I | 3 | 3 |
| History of U. S. and Pennsylvania II | 3 | 3 |
| American Citizenship or American Government (3-3) and Home and Family Living (3-3) or Introduction to Philosophy (3-3) | 6 | 6 |
| Principles of Sociology | 3 | 3 |
| Principles of Economics | 3 | 3 |
| **Electives:** | | |
| History of Europe to 1815 | 3 | 3 |
| History of Europe since 1815 | 3 | 3 |
| History of Pennsylvania | 3 | 3 |
| History of England | 3 | 3 |
| Twentieth Century World | 3 | 3 |
| Diplomatic History of the United States | 3 | 3 |
| International Relations 1919 to present | 3 | 3 |
| History of Latin America | 3 | 3 |
| Renaissance to Reformation | 3 | 3 |
| History of the Middle East and India | 3 | 3 |
| History of the Far East | 3 | 3 |
| Contemporary Social Problems | 3 | 3 |
| Contemporary Economic Problems | 3 | 3 |
| Consumer Education | 3 | 3 |
| Municipal Government | 3 | 3 |
| Comparative Government | 3 | 3 |
| Industrial Relations | 3 | 3 |

## SPANISH

First Field—24 s. h.
Second Field—18 s. h.

| | Hours Clock | Hours Semester |
|---|---|---|
| **Required:** | | |
| Elementary Spanish I and II | 6 | 6 |
| Intermediate Spanish III and IV | 6 | 6 |
| Advanced Spanish Language | 3 | 3 |
| Hispanic Culture | 3 | 3 |
| **Electives:** | | |
| Spanish Literature | 3 | 3 |
| Prose Fiction in Spain | 3 | 3 |
| Spanish-American Literature | 3 | 3 |
| Contemporary Spanish Drama | 6 | 6 |

* Course may not be used towards a minor

## DEGREE CURRICULUM FOR DENTAL HYGIENISTS

The Board of Presidents of the State Teachers Colleges approved on November 17, 1950 a curriculum for Dental Hygienists leading to the degree of Bachelor of Science in Education. The requirements shown below must be met.

1. The satisfactory completion of an accredited two-year curriculum for the preparation of Dental Hygienists approved by the State Dental Council and Examining Board.

2. The licensing of the student by the proper state authorities.

3. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

| | | |
|---|---|---|
| **General Education** | | 42 |
| Communications I & II | 10 | |
| or English I & II (6-6) | | |
| and Speech I & II (4-4) | | |
| Fine Arts | 4 | |
| Introduction to Art (3-2) | | |
| Introduction to Music (3-2) | | |
| Geography | 6 | |
| World Geography (3-3) | | |
| Geography of United States and Pa. (3-3) | | |
| World Culture I & II | 10 | |
| Social Studies I & II (6-6) | | |
| Literature I & II (4-4) | | |
| Social Studies | 12 | |
| American Government (3-3) | | |
| Principles of Economics (3-3) | | |
| History of United States and Pa. I (3-3) | | |
| Principles of Sociology (3-3) | | |
| **Education** | | 11 |
| Professional Orientation | 3 | |
| General Psychology | 3 | |
| Educational Psychology and Evaluation Techniques | 3 | |
| Audio-Visual Education | 2 | |
| **Electives** | | 11 |
| Total | | 64 |

In each category above, credit will be given for equivalent courses pursued in the two-year Dental Hygiene curriculum. In such cases students will be permitted to increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

In the case of Dental Hygienists who have had less than 2 years of special training on the basis of which they have been licensed by the State Dental Council and Examining Board such persons will pursue additional courses in college to fulfill the requirements for the degree.

# DEPARTMENT OF ART EDUCATION

ORVAL KIPP, *Director*

The Art Department of the State Teachers College, Indiana, Pennsylvania, presents an approved curriculum leading to the degree of Bachelor of Science in Art Education. Graduates of this curriculum receive from the State Department of Public Instruction the College Provisional Certificate which certifies them to teach and supervise art in the elementary and secondary schools of the Commonwealth.

Opportunities in art are limited only by the initiative and imagination of the individual, for any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers to outstanding high school graduates the opportunity to contribute a lifetime of service to their country.

Student teaching, the ultimate goal of Indiana's Art Curriculum, puts to work the theory and practice of art in relation to education. In the senior year, student teaching and conferences give opportunity for varied practical experiences in the Keith School and in the public schools. Eligibility requirements for student teaching are outlined on page 34 of this catalog. They include three years of college study and preparation during which the qualifications for Junior Standing have been demonstrated.

The college maintains a placement bureau for the convenience of its graduates and the Art Department cooperates fully with the placement bureau by assisting graduates to obtain positions and experienced teachers to obtain advancement.

A student's expenses for a college year of thirty-six weeks amount to approximately $511. Books and supplies are extra. These fees are subject to change. The budget for a semester includes:

| | |
|---|---|
| Contingent fee (payable in two installments) | $ 63.00 |
| Housing Fee | 180.00 |
| Activity Fee | 12.50 |
| | $255.50 |

## CURRICULUM IN ART EDUCATION

*Sequence of courses subject to change for administrative purposes*

### FIRST SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Drawing and Painting.. | 6 | 3 |
| Drawing and Composition | 4 | 2 |
| Survey of Art | 4 | 2 |
| Communications I .... English I (3-3) and Speech I (2-2) | 5 | 5 |
| Professional Orientation | 3 | 3 |
| Health | 2 | 2 |
| | 24 | 17 |

### SECOND SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Advanced Color and Design | 4 | 2 |
| Drawing and Lettering | 6 | 3 |
| Elem. Color and Design | 4 | 2 |
| Mechanical Drawing ... | 4 | 2 |
| Communications II .... English II (3-3) and Speech II (2-2) | 5 | 5 |
| Introduction to Music.. | 3 | 2 |
| Physical Education I .. | 2 | 1 |
| | 28 | 17 |

### THIRD SEMESTER

| | | |
|---|---|---|
| Commercial Art | 6 | 3 |
| Modeling | 4 | 2 |
| Pottery | 4 | 2 |
| General Psychology .... | 3 | 3 |
| World Culture I ..... Literature I (2-2) and History of Civilization I (3-3) | 5 | 5 |
| Physical Education II.. | 2 | 1 |
| | 24 | 16 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| Aesthetics | 2 | 2 |
| Art History | 2 | 2 |
| Interior Design | 4 | 2 |
| Crafts in Elem. Schools. | 4 | 2 |
| Educational Psych. and Eval. Tech. | 3 | 3 |
| World Culture II ..... Literature II (2-2) and History of Civilization II (3-3) | 5 | 5 |
| Physical Education III. | 2 | 1 |
| | 22 | 17 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| Costume Design | 4 | 2 |
| Theater Arts | 6 | 3 |
| Elementary Industrial Arts | 4 | 2 |
| Advanced Crafts | 6 | 3 |
| Basic Biology | 4 | 3 |
| History of U. S. and Pa. | 3 | 3 |
| | 27 | 16 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| Art in Elem. Education | 2 | 2 |
| Art in Second. Education | 2 | 2 |
| Advan. Oil and W. C. Painting | 4 | 2 |
| Pictorial Expression and Illustration | 4 | 2 |
| Industrial Design | 6 | 3 |
| Basic Physical Science.. | 4 | 3 |
| World Geography | 3 | 3 |
| | 25 | 17 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| Art Elective | 8 | 4 |
| Graphic Media | 4 | 2 |
| American Government.. | 3 | 3 |
| Home and Family Living or Introduction to Philosophy | 3 | 3 |
| Audio Visual Education | 3 | 2 |
| | 21 | 14 |

### SEVENTH SEMESTER OR EIGHTH

| | | |
|---|---|---|
| Student Teaching | 30 | 12 |
| Professional Practicum including School Law | 2 | 2 |
| | 32 | 14 |

# DEPARTMENT OF BUSINESS EDUCATION

G. G. HILL, *Director*

The State Department of Public Instruction has especially designated the State Teachers College at Indiana as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

**Equipment.** The department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business gives the students a practical knowledge of the time-savers and system units found in modern business.

**The Chamber of Commerce.** A Chamber of Commerce is organized in connection with the Business Education Department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations.

**The Business Institute** in the fall and the **Merchandise Fair** in the spring are two of the great annual events sponsored by this department. Thousands of visitors from this and other states attend these gatherings.

**Business Practice Department.** This is a complete business community in itself, and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

**Expenses.** The expense for a college year of 36 weeks will amount to about $500.00 for boarding students. This will cover board, room, laundry, books, and department fees. The costs for one semester are itemized below, but are subject to change.

| | |
|---|---|
| Contingent Fee (Payable in two installments) | $ 57.00 |
| Housing Fee (Payable in two installments) | 180.00 |
| Activity Fee | 12.50 |
| | $249.50 |

## CURRICULUM IN BUSINESS EDUCATION

*Sequence of courses subject to change for administrative purposes*

| FIRST SEMESTER | Hours Clock | Hours Semester | SECOND SEMESTER | Hours Clock | Hours Semester |
|---|---|---|---|---|---|
| Health | 2 | 2 | Physical Education I | 2 | 1 |
| Communications I | 5 | 5 | Communications II | 5 | 5 |
| (or) English 1 (3-3) & Speech I (2-2) | | | (or) English II (3-3) & Speech II (2-2) | | |
| Introduction to Art | 3 | 2 | Introduction to Music | 3 | 2 |
| Basic Biology | 4 | 3 | Economics I | 3 | 3 |
| Professional Orientation | 5 | 3 | Business Mathematics 1 | 3 | 3 |
| Economic Geography | 3 | 3 | Typewriting I | 5 | 2 |

### THIRD SEMESTER

| | Combined Sequence | Stenog. Seq. | Acctg. Seq. | Selling Seq. |
|---|---|---|---|---|
| Physical Education II | 2—1 | 2—1 | 2—1 | 2—1 |
| Literature I | 2—2 | 2—2 | 2—2 | 2—2 |
| Mathematics of Finance | 2—2 | 2—2 | 2—2 | 2—2 |
| Accounting I | 5—3 | 5—3 | 5—3 | 5—3 |
| Business Law I | 3—3 | 3—3 | 3—3 | 3—3 |
| Business Org. & Finance | 2—2 | 2—2 | 2—2 | 2—2 |
| Shorthand I | 5—3 | 5—3 | | |
| Typewriting II | 5—2 | 5—2 | 5—2 | 5—2 |

### FOURTH SEMESTER

| | | | | |
|---|---|---|---|---|
| Physical Education III | 2—1 | 2—1 | 2—1 | 2—1 |
| General Psychology | 3—3 | 3—3 | 3—3 | 3—3 |
| Literature II | 2—2 | 2—2 | 2—2 | 2—2 |
| Business Law II | 3—3 | 3—3 | 3—3 | 3—3 |
| Accounting II | 5—3 | | 5—3 | 5—3 |
| Shorthand II | 5—3 | 5—3 | | |
| Typewriting III | 5—2 | 5—2 | | |
| Elective | | 3—3 | 3—3 | 3—3 |

### FIFTH SEMESTER

| | | | | |
|---|---|---|---|---|
| Educ'l. Psych. & Evaluative Techniques | 3—3 | 3—3 | 3—3 | 3—3 |
| Problems in Business Education | 3—3 | 3—3 | 3—3 | 3—3 |
| Business Correspondence | 3—3 | 3—3 | 3—3 | 3—3 |
| Sales & Ret. Selling I | 3—3 | 3—3 | 3—3 | 3—3 |
| Accounting III | 3—3 | | 3—3 | |
| Shorthand III—Transcription | 5—3 | 5—3 | | |
| Clerical Prac. & Office Machines | | | 5—3 | 5—3 |
| Elective | | | | 2—2 |

### SIXTH SEMESTER

| | | | | |
|---|---|---|---|---|
| History of Civilization | 3—3 | 3—3 | 3—3 | 3—3 |
| Audio-Visual Education | 3—2 | 3—2 | 3—2 | 3—2 |
| Methods of Teaching Bus. Courses | 3—3 | 3—3 | 3—3 | 3—3 |
| Accounting IV | 3—3 | | 3—3 | |
| Secretarial Practice | 5—2 | 5—2 | | |
| Clerical Prac. & Office Machines | 5—2 | 5—2 | | |
| Sales & Ret. Selling II | 3—3 | | | 3—3 |
| Elective | | 3—3 | 4—4 | 4—4 |

### SEVENTH SEMESTER

| | | | | |
|---|---|---|---|---|
| History of U. S. and Penna. | 3—3 | 3—3 | 3—3 | 3—3 |
| Basic Physical Science | 4—3 | 4—3 | 4—3 | 4—3 |
| American Government | 3—3 | 3—3 | 3—3 | 3—3 |
| Home & Family Living or Introduction to Philosophy | 3—3 | 3—3 | 3—3 | 3—3 |
| Accounting V | 3—3 | | 3—3 | |
| Retailing III—Store Practice | 18—6 | | | 18—6 |
| Elective | | 3—3 | 2—2 | |

### EIGHTH SEMESTER

| | | | | |
|---|---|---|---|---|
| Student Teaching | 30—12 | 30—12 | 30—12 | 30—12 |
| Professional Practicum | 2—2 | 2—2 | 2—2 | 2—2 |

# DEPARTMENT OF HOME ECONOMICS

OPAL T. RHODES, *Director of Department*

Graduates from this department receive a College Provisional Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. They are qualified to manage a school cafeteria. A minor in some fields for certification is possible. The Bachelor of Science degree in Home Economics, which they receive is recognized for entrance to graduate courses by all leading colleges and universities .

Employment opportunities are unexcelled. Three to five times the number of graduates could be placed annually. All are well qualified for a later profession, homemaking. Members from the upper half of their high school graduating class and others qualified to do college work are admitted.

The home economics curriculum includes a good general education as well as instruction in all phases of homemaking. Of special interest are: the nursery school for children two and three years of age; the cafeteria where laboratory school children and commuting students and faculty are fed while juniors learn to manage a school lunch program; the home economics club which is affiliated with the state and national organizations; two home management houses with babies under a year of age where senior students learn all phases of homemaking; student teaching as residents of a community similar to the one where they will soon be teaching; adult education experience and cooperation with the elementary teachers and student teachers at the campus school; and vacation experiences in their own homes or as employees in positions that will help them develop confidence, poise, dependability and self-assurance as well as skills and managerial ability.

Expenses for the school year of 36 weeks amount to $529.00. The costs for one semester are itemized below, but are subject to change.

| | |
|---|---|
| Contingent Fee (payable in two installments) | $ 72.00 |
| Housing Fee | 180.00 |
| Activity Fee | 12.50 |
| | $264.50 |

## CURRICULUM IN HOME ECONOMICS EDUCATION

*Sequence of courses subject to change for administrative purposes*

### FIRST SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications I ..... English I (3-3) and Speech I (2-2) | 5 | 5 |
| Professional Orientation (Including Home Economics Orientation) | 4 | 3 |
| Household Care & Equipment ..... | 4 | 2 |
| Clothing I ..... | 6 | 3 |
| Basic Biology ..... | 4 | 3 |
| | 23 | 16 |

### SECOND SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications II ..... English II (3-3) and Speech II (2-2) | 5 | 5 |
| Introduction to Art ..... | 3 | 2 |
| Foods I ..... | 6 | 3 |
| Health ..... | 2 | 2 |
| Physical Education I ... | 2 | 1 |
| Basic Physical Science ..... | 4 | 3 |
| | 22 | 16 |

### THIRD SEMESTER

| | | |
|---|---|---|
| World Culture I ..... History of Civilization I (3-3) and Literature I (2-2) | 5 | 5 |
| Introduction of Music... | 3 | 2 |
| Inorganic Chemistry .... | 5 | 3 |
| Physical Education II... | 2 | 1 |
| Home Care of the Sick.. | 2 | 1 |
| Foods II ..... | 6 | 3 |
| Principles of Design..... | 4 | 2 |
| | 27 | 17 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| World Culture II..... History of Civilization II (3-3) and Literature II (2-2) | 5 | 5 |
| Nutrition ..... | 5 | 3 |
| Organic and Biological Chemistry ..... | 5 | 3 |
| Physical Education III.. | 2 | 1 |
| Clothing for the Individual ..... | 3 | 2 |
| Clothing II ..... | 6 | 2 |
| | 26 | 16 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| World Geography ..... | 3 | 3 |
| School Lunchroom Mgt. I ..... | 9 | 3 |
| Bacteriology ..... | 4 | 2 |
| General Psychology ..... | 3 | 3 |
| Audio Visual Education.. | 3 | 2 |
| Textiles and Clothing Economics. .. | 4 | 2 |
| | 26 | 15 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| History of U. S. and Pennsylvania ..... | 3 | 3 |
| Clothing III ..... | 6 | 2 |
| Educational Psychology and Evaluative Techniques ..... | 3 | 3 |
| Family Relations ..... | 2 | 2 |
| Home Furnishing ..... | 4 | 3 |
| Housing ..... | 2 | 2 |
| | 20 | 15 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| American Government .. | 3 | 3 |
| Elective ..... | 5 | 5 |
| Vocational Home Ec. Methods and Student Teaching ..... | 15 | 6 |
| Consumer Economics ... | 2 | 2 |
| | 25 | 16 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Child Dev. & Nursery School Child ..... | 6 | 4 |
| Home Management ..... | 9 | 3 |
| Family Finance ..... | 2 | 2 |
| Student Teaching ..... | 15 | 6 |
| Prof. Practicum (including school law) ..... | 2 | 2 |
| | 34 | 17 |

# DEPARTMENT OF MUSIC EDUCATION

CLEL T. SILVEY, *Director*

The State Teachers College at Indiana is authorized by the State Department of Public Instruction to offer the curriculum for the preparation of supervisors and special teachers of music.

**Opportunities in Music Education.** The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and to carry out successfully every phase of the preparation and development of public school music teachers and supervisors.

The courses in the Music Education curriculum aim to prepare the student to teach music in the elementary and high school grades. Completion of the degree program ordinarily requires four years (eight semesters) of study. The emphasis throughout is upon the acquisition of musicianship, but each year also includes certain material relating directly to the teaching of music.

## FEES

(Subject to change)

The fees for a college year of 36 weeks amount to $565.00. The costs for one semester are itemized below, but are subject to change. Books and supplies are extra. Also see pages 37-41.

| | |
|---|---|
| Contingent fee (covering the cost of class instruction, private lessons, and piano rental) | $ 90.00 |
| Housing Fee | 180.00 |
| Activity Fee | 12.50 |
| | $282.50 |

The statement on Private Instruction Fees found under Fees, page 38, does not apply to the students enrolled in the Music Education Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Education Curriculum.

## CURRICULUM IN MUSIC EDUCATION

*Sequence of courses subject to change for administrative purposes*

### FIRST SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications I ..... English I (3-3) Speech I (2-2) | 5 | 5 |
| Basic Biology ..... | 4 | 3 |
| World Geography ..... | 3 | 3 |
| Health Education ..... | 2 | 2 |
| Solfeggio I ..... | 3 | 2 |
| *Applied Music ..... | 6 | 2 |
| | 23 | 17 |

### SECOND SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Communications II ..... English II (3-3) Speech II (2-2) | 5 | 5 |
| Basic Physical Sc. (Acoustics) ..... | 4 | 3 |
| Introduction to Art ..... | 3 | 2 |
| Professional Orientation.. | 3 | 3 |
| Physical Edu. (Eurythmics I) ..... | 2 | 1 |
| Solfeggio II ..... | 3 | 2 |
| *Applied Music ..... | 6 | 2 |
| | 26 | 18 |

### THIRD SEMESTER

| | | |
|---|---|---|
| World Culture I ..... or History of Civilization I (3-3) and Literature I (2-2) | 5 | 5 |
| Physical Ed. II (Eurythmics II) ..... | 2 | 1 |
| Solfeggio III ..... | 3 | 2 |
| Theory of Music I ..... | 5 | 4 |
| *Applied Music ..... | 9 | 3 |
| Survey of Music Literature | 2 | 1 |
| Conducting I (Choral) ... | 3 | 1 |
| | 29 | 17 |

### FOURTH SEMESTER

| | | |
|---|---|---|
| World Culture II ..... or History of Civilization II (3-3) and Literature II (2-2) | 5 | 5 |
| Physical Ed. III ..... | 2 | 1 |
| Audio-Visual Education... | 3 | 2 |
| Theory of Music II ..... | 5 | 4 |
| *Applied Music ..... | 9 | 3 |
| Conducting II (Instrumental) ..... | 3 | 1 |
| | 27 | 16 |

### FIFTH SEMESTER

| | | |
|---|---|---|
| History of U. S. & Pa. ... | 3 | 3 |
| General Psychology ..... | 3 | 3 |
| Theory of Music III ..... | 3 | 3 |
| History of Music I ..... | 3 | 3 |
| Methods I (Elementary).. | 4 | 3 |
| *Applied Music ..... | 9 | 3 |
| | 25 | 18 |

### SIXTH SEMESTER

| | | |
|---|---|---|
| Elective ..... | 3 | 3 |
| Educational Psychology and Evaluative Techniques ..... | 3 | 3 |
| Theory of Music IV ..... | 3 | 3 |
| History of Music II ..... | 3 | 3 |
| Methods II (High School) | 3 | 2 |
| *Applied Music ..... | 9 | 3 |
| | 24 | 17 |

### SEVENTH SEMESTER

| | | |
|---|---|---|
| American Citizenship .... Option I Home and Family Living (3-3), and American Government (3-3), Option II Introduction to Philosophy (3-3), and American Government (3-3) | 6 | 6 |
| Methods III(Instrumental) | 3 | 2 |
| Orchestration ..... | 3 | 2 |
| *Applied Music ..... | 3 | 1 |
| Music (elective) ..... | 3 | 2 |
| | 18 | 13 |

### EIGHTH SEMESTER

| | | |
|---|---|---|
| Professional Practicum... | 2 | 2 |
| Student Teaching and Direction of Pupil Activities .....30 | | 12 |
| | 32 | 14 |

* See Page 114 for a specific outline of requirements and electives.

## DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

The Board of Presidents of the State Teachers Colleges approved on January 19, 1951 a curriculum for Public School Nurses leading to the degree of Bachelor of Science in Education. The requirements shown below must be met.

The Curricular and Credentials Committee recommends that Teachers Colleges in Pennsylvania confer the degree of Bachelor of Science in Education upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.

2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses Related to Public School Nursing

| | Semester Hours | |
|---|---|---|
| Public School Nursing | 2 | |
| Public School Organization | 2 | |
| Public Health Nursing | 6 | |
| Nutrition and Community Health | 2 | |
| Family Case Work | 3 | |
| TOTAL | | 15 |

B. General and Professional Education

| | Semester Hours | |
|---|---|---|
| History of the United States and Pennsylvania | 3 | |
| Communications | 5 | |
| World Culture | 5 | |
| American Government | 3 | |
| Professional Orientation to Education | 3 | |
| Educational Psychology | 3 | |
| Audio-Visual Education | 2 | |
| Electives | 6 | |
| TOTAL | | 30 |
| GRAND TOTAL | | 45 |

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

# COURSE DESCRIPTIONS BY DEPARTMENTS

# ART EDUCATION DEPARTMENT

ORVAL KIPP, *Director of Department*

ALMA MUNSON GASSLANDER RALPH WILLIAM REYNOLDS
DOROTHY MURDOCK EDGAR J. TRAPP
BLANCHE MARIE WAUGAMAN

The Art Curriculum provides opportunity for the prospective artist-teacher to specialize in one or more of the art fields at the same time as he is securing a broad cultural background in art and in general education. The departmental program is guided by the philosophy that design, composition, drawing and understanding of structure are basic to the development of feeling, appreciation, creative expression and independent thought. The art teacher in public schools must understand that an effective art program emphasizes the application of the principles of art in every day life. The attempt to develop an understanding and feeling for art through the teaching of art techniques and skills disregards the known laws of learning and is contrary to the recognized concept of art in the public schools. Rather, the Art program should give the student the ability to apply principles of art in every day living and an appreciation of the beautiful in life. Possessing these concepts, the art major may go on to develop to the highest degree possible the abilities and skill of the artist. A balanced professional art education is assured because the curriculum includes courses in education, English, music, science and social studies. Majors and minors in other fields may be secured by art students if they attend summer sessions.

The Art Department sponsors social and professional activities in fine and applied arts. The Jean R. McElhaney Award for Excellence in Fine Arts, established in 1932, is presented annually to the junior or senior whose achievements in three different fields of art are outstanding. Miss McElhaney, Director of the Art Department from 1906 to 1927, in 1942 willed $500 to the Student Loan Fund of the College, stipulating that preference should be given to art students. The Kate Lacy Award for Outstanding Art Service to the college and the community, established in 1943 in memory of Miss Lacy, Crafts teacher in the Art Department from 1927 to 1941, is awarded annually to a junior or senior. Delta Phi, Honorary Art Fraternity initiated in 1944, received a charter as Alpha Lambda Chapter of Delta Phi Delta, National Honorary Art Fraternity on March 30, 1946.

A budget allocation in 1943 from the Student Cooperative Association for the purchase of a work of art by an artist in the Americas enriched the Cultural Life Program of the college by enabling the art department to sponsor the nationally-known Annual Cooperative Art Exhibition and to begin building a valuable contemporary art collection. This collection, known as the Art Memorial, was formed for the purpose of honoring those who served in World War II. It will be a permanent source of

cultural enjoyment to the students of the college as well as to the citizens of the community.

The Cooperative Association also provides funds for a series of traveling exhibitions of the work of nationally-known artists and craftsmen. Other exhibitions include the work of the artist members of the community, the faculty and the students. The Art Department owns a copy of the Museum of Modern Art Exhibitions, Creative Photography and The Elements of Design, as well as a representative collection of prints. The art service program by which students serve the art needs of the college prepares them to serve the art needs of the communities in which they shall later teach.

Admission to the Art Department is granted to a candidate after he has met the general entrance requirements of the college and the special requirements of the department. Consult page 30 for entrance and other requirements. Fitness to pursue the Art Curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art. Those who meet these entrance requirements are admitted in the order of application. For this reason it is wise to apply early for personal interview and admission.

Graduation and the conferring of the degree depend upon the candidate's demonstration of his ability as an artist educator and by his maintaining a grade average of "C" or better. Capability in supervision and teaching may be shown by success in student teaching and by participation in college art service activities.

## GENERAL EDUCATION COURSE

(Required of all students)

**Introduction to Art** 2 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression and communication make up the content of this course. The arts are studied and evaluated on the basis of their relation to life (the individual, the home, the community, etc.). Museum and exhibition visits supplement the work of the course.

## REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order in which they should be taken in each field. On the students' program subjects in various fields are carried simultaneously in order to facilitate the artistic development of the student.

## ART EDUCATION

**Art in Elementary Education** 2 cr.

The aims and purposes of creative activity in the total program for the development of children are discussed. Typical experiences, types of motivation, and child art are evaluated. Unit and lesson plans are

designed for such activities. The development and guidance of an art program with general elementary teachers is studied as an important duty of the art teacher and supervisor.

**Art in Secondary Education** 2 cr.

The philosophy of art education in a democracy as well as the needs of the secondary school child are studied. The guidance aspect of art and its relationship to American life and education are stressed. Curriculum materials with specific reference to art subject matter are selected and adapted for the various levels.

**Student Teaching** (and Directed Student Activities) 12 cr.

Actual participation in the art of teaching and in activities related to the performance of a teacher's work are the basis of the course in student teaching which includes the primary, the intermediate, the junior and senior high school levels. Emphasis is placed on experiences through which children develop creative power simultaneously with knowledge, skill and appreciation.

**Professional Practicum** (including School Law) 2 cr.

Consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels.

## ART HISTORY AND AESTHETICS

**Survey of Art** 2 cr.

The understanding and enjoyment of the visual arts as modes of expression are emphasized. The arts are studied and evaluated on the basis of principles and elements. The relation of the arts to life, the individual, the home, the community are surveyed.

**History of Art** 3 cr.

The course covers the historical development and function of each art at different periods in our civilization. Critical judgment and interpretation are developed through analysis of old and modern masters.

**Aesthetics** 2 cr.

The philosophical bases of art expression provide a foundation for the understanding of universal concepts in an inquiry into the higher values and functions of art to society and to the individual.

## CRAFTS

**Modeling** 2 cr.

The aim of this course is to give experience in the use of clay as a medium of expression. Problems involve modeling or carving animals, figures, and heads both in relief and in the round. Casting and the making of moulds are additional studies.

**Pottery** 2 cr.

This course deals with the forming, decoration, and firing of objects in clay. Experiences include: wheel throwing, casting, and the primitive methods of constructing a vase by hand with coils. Slip painting, glazing, and firing are experienced by all students. The study of historical and contemporary ceramics is a part of the course.

**Crafts in Elementary Schools** 2 cr.

Craft experiences suggested by activities and materials suitable to the various grades of the elementary schools are appraised and executed. Emphasis is placed on the accumulation of source material and the needs of children at this level.

**Elementary Industrial Arts** 2 cr.

Materials of the major industries such as wood, metal, paper, clay, cardboard, etc., are studied in relation to their various uses in the public schools. Use of tools, fabrication, and design are studied. Areas of human needs such as food, clothing, shelter, utensils, etc., are considered in relation to design.

**Advanced Crafts** 3 cr.

The common industrial materials available for the crafts are employed for the development of advanced techniques in jewelry, textiles, bookbinding, leather, wood carving, metal work and other projects which are suitable for the secondary school.

## DESIGN AND COLOR

**Elementary Color and Design** 2 cr.

Basic experiences in the functional use of color are given: color theories are derived from pigments and from light. This is related to the teaching of the appreciation and use of color in the elementary and secondary schools. Further experiences include use of the elements and principles of art to produce two and three dimensional design. The sources of design in nature and historic ornament are studied.

**Advanced Color and Design** 2 cr.

This course aims to apply the principles of color and design to specific needs such as: leather, wood, metal, clay, stone, etc. These creative experiences find a practical application in the crafts, painting, illustration and other related courses.

## DRAWING AND PAINTING

**Drawing and Painting** 3 cr.

This course is an introduction to the fundamentals of pictorial design: line, form, color, volume, space, texture, etc., stressing the creative aspects of drawing and painting.

**Drawing and Composition** 2 cr.

Problems in pictorial composition involving landscape, figure, and still life are examined critically in this course. Various media are used to execute creative problems.

**Mechanical Drawing** 2 cr.

This is a basic course in the use and care of drawing instruments. Experiences include geometric construction, shape and size description, instrumental and pictorial drawing, and blue printing.

**Drawing and Lettering** 3 cr.

Advanced experiences in pictorial structure involve all modes of drawing and painting from naturalism to non-objective. Figure, still-life, landscape, lettering and mural problems are undertaken.

**Advanced Oil and Watercolor Painting** 2 cr.

In this course the artist-teacher has an opportunity for individual development by stressing volume, plastic color, or abstract form in his painting.

## INDUSTRIAL AND COMMERCIAL ART

**Costume Design** 2 cr.

The course aims to develop the ability to design and make clothing for personal and school needs. Experiences include: selection according to type, derivation from historic sources, and the understanding of harmony of line, color and texture. Costuming for school and community dramatics and pageantry are given pre-eminence.

**Commercial Art** 3 cr.

The activities of this course involve projects related to publishing and advertising: design, layout, the poster, packaging, and related problems. The preparation of the yearbook, the school paper, and publicity for school activities are given full attention.

**Pictorial Expression and Illustration** 2 cr.

Illustrations for poems, stories and novels from the literature of the various levels: childhood, adolescence, youth, and adulthood, involve the use of various media. The techniques and work habits of contemporary illustrators are constantly referred to.

**Interior Design** 2 cr.

The content of the course deals with the design, decoration, and appointments of the home. Period styles, furniture arrangement, and exposure in relation to light and color are typical problems undertaken. The relationship of these experiences to art in the schools is made evident.

**Industrial Design** 3 cr.

The principles of design are applied to advanced problems in the fields of business and industry. Plastic form as it relates to the creation, production, and marketing of industrial products is defined through practical experience.

**Theater Art** 3 cr.

The application of color and design to school and professional dramatics and pageantry are the basis of this course. Designing and painting of scenery, lighting, proper costume, and properties are basic experiences.

**Graphic Media** 2 cr.

The course is designed to give the student experiences in a wide variety of media and modes of graphic expression.

## REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

**Art for the Elementary Grades** 2 cr.

Opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products, enables the student to develop confidence in his own powers of expression.

**Teaching of Art in the Elementary Grades** 3 cr.

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Keith School, the relationships between personal art expression and the art activities of the elementary school.

## ELECTIVES IN ART FOR ELEMENTARY STUDENTS

**Handicrafts** 2 cr.

Manipulation of tools and materials in producing useful objects gives enjoyment for its own sake as well as a keener appreciation of manufactured materials. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

**Industrial Arts** 2 cr.

A study of various industrial materials and processes is related to the needs of the teacher in the elementary grades.

## REQUIRED COURSE IN ART FOR HOME ECONOMICS STUDENTS

**Principles of Design** 2 cr.

Creative experiences in design and color provide bases for consideration of personal and household problems and form a background for understanding related arts projects on the secondary-school level.

# BUSINESS EDUCATION DEPARTMENT

G. G. HILL, *Director of Department*

ALBERT E. DRUMHELLER
CLINTON M. FILE
ELSIE GARLOW RINEER
JAMES K. STONER
HAROLD W. THOMAS
ROBERT FRANKLIN WEBB

## EXPLANATION OF THE CURRICULUM

Students may pursue the work of the entire curriculum or they may elect to pursue work according to their aptitudes, as follows:

1. The **Complete Program** leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retailing work may, if they wish, pursue this complete program.

2. The **Stenographic Field** includes all the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

3. The **Accounting Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

4. The **Retailing Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

5. The **Combination Program** combines either the Stenographic and Accounting, the Stenographic and Retailing, or the Accounting and Retailing Fields. With any combination program, the certification appropriate to both of the two areas will be awarded. Electives in other departments of the College also may be carried with this program.

It is possible to elect Typewriting III and become certificated to teach typewriting with any one of the fields or a combination of the fields.

All electives are determined by the choice of the student, and by the approval of the Dean of Instruction of the College and the Director of the Business Education Department.

**Our Standards.** Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: English, Typewriting, Business Mathematics, Accounting, and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in English, Typewriting, and Shorthand.

To continue in the Accounting Field, a student must have a grade of "C" or better in Business Mathematics and Accounting.

To continue in the Retailing Field, a student must have a grade of "C" or better in English and Speech.

It should be understood that those who fall below "B" standings are considered unsatisfactory to be recommended for teaching. Since high school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers, and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

**Practical Experience Requirements.** Before graduation, each student will be required to have completed the equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the Director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during summer vacations.

**Student Teaching.** Each student in training in the Business Education Department receives more than the state requirement in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The program of this department includes a wide offering of general academic courses, which should produce a well-balanced teacher. The setup makes inter-departmental transfer of students easy at the end of the first semester. Students will become well adjusted in college before entering upon their technical work in business. It provides for ample exploration during the first college year.

## REQUIRED BUSINESS COURSES FOR ALL BUSINESS EDUCATION STUDENTS

**Professional Orientation** 3 cr.

The purpose of this course is to introduce the student to the make-up of the business world, acquaint him with the contacts of every-day business, orient him in the field, and provide exploration in shorthand, machines, and accounting. This should assist him greatly in his choice of his major field or his fields in the department. This course has pronounced guidance features.

**Typewriting I** 2 cr.

This course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental. Teaching techniques receive attention.

**Typewriting II** 2 cr.

This course emphasizes efficiency and quickness in handling the typewriter intelligently with a large variety of materials on the intermediate level of operation. Among the contents of the course are: letter writing and envelope addressing, multicopy work, tabulating, and remedial drills. Transcription is included for stenographic students. Speed with accuracy and good judgment is considered fundamental. Teaching techniques receive attention.

**Business Mathematics I** 3 cr.

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application in the handling of the fundamental business operations. The course is designed to lay a groundwork for the mathematics of accounting.

**Business Organization and Finance** 3 cr.

The contents of this course are designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered.

**Accounting I** 3 cr.

This is the introductory course. Its purpose is to introduce the students to the keeping of records for the professional man as well as a

mercantile enterprise involving the single proprietor. Emphasis is placed upon the distinction between keeping records on the cash basis as compared to the accrued basis of bookkeeping.

**Business Correspondence** 3 cr.

This is a course rich in the fundamentals of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis of the "you" attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, and application letters.

**Business Law I** 3 cr.

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to every-day life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

**Business Law II** 3 cr.

This course considers the law of business organizations, and devices for protection of creditors and personal and real property. It applies the principles of law to every-day life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control.

**Methods of Teaching Business Courses** 3 cr.

This includes methods of teaching general courses, as well as shorthand, typewriting, and bookkeeping. Demonstration and lesson planning are emphasized. It includes the construction, administration, scoring, and grading of various types of tests; analysis of test results, remedial teaching and retesting; evaluation of tests, all tied together in the psychological foundation of methodology.

**Problems in Business Education** 3 cr.

In this course are outlined the purposes of secondary business education; the curriculum and its development; guidance, placement, and follow-up; administration of the business department; physical layout, equipment, and supplies; and trends in business education.

**Retailing I** 3 cr.

This course comprises a survey and analysis of the fields of selling. A study is made of the requirements for sales personnel, the types of customers and how to best serve the customer needs and their buying motives, the sales process, merchandising plans, and the psychology of dealing with the public.

**Clerical Office Practice** 3 cr.

Clerical office routine is covered, together with the fundamentals of operating various office machines — calculators, adding machines, stencil duplicators, dictaphones, and various office appliances; also, the theory and practice of office management is stressed. The use of the dictaphone is required of all, and transcription is offered to the stenographic students.

**Mathematics of Finance** 3 cr.

The purpose of this course is to teach students to apply principles of business mathematics with speed and accuracy in solving advanced problems encountered by the business man and the consumer. The mathematics of production, marketing, accounting, finance, and management correlate with the accounting courses.

## COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE

**Shorthand I** 3 cr.

In this course emphasis is given to the reading, writing, and mastery of the fundamentals of Gregg Shorthand Simplified.

**Shorthand II** 3 cr.

This course accomplishes three major objectives: to review and strengthen the student's knowledge of the system, to build transcription skill, and to build shorthand-writing speed.

**Shorthand III, Transcription** 3 cr.

This course is designed to develop practical speed in dictation of material varied as to vocabulary and style, with much emphasis on the development of transcription skill.

**Typewriting III** 2 cr.

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, proofreaders' marks; copying from longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

**Secretarial Practice** 3 cr.

This course is an advanced study of the theory and the practice in activities common to the office—handling the mail, telegraphic services, shipping services, meeting callers, various business reports, financial and legal duties, filing, transcription, secretarial standards; personality, reference books, itineraries, preparation of documents, editing, etc.

## COURSES REQUIRED IN THE ACCOUNTING SEQUENCE

**Accounting II** 3 cr.

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the preparation of columnar records for different types of businesses along with the preparation and interpretation of comparative financial reports.

**Accounting III** 3 cr.

Special attention is given to the records and reports peculiar to the corporate form of organization as well as to the methods of handling capital and surplus. Emphasis is given to the methods of accounting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

**Accounting IV** 3 cr.

This course is designed to give the students an understanding of the theory of costing used in manufacturing establishments. The voucher system is introduced in this course and attention is given to budgeting, estimating and prorating of manufacturing expenses, the technical aspects of charting production data, and investigating time and motion study techniques.

**Accounting V** 3 cr.

In this course students conduct a semi-detailed audit of business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers and the auditor's final report are covered. It also provides, the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes.

## COURSES REQUIRED IN THE RETAIL TRAINING SEQUENCE

**Accounting II** (See previous outline) 3 cr.

**Sales and Retail Selling II** 3 cr.

This course is an advanced study of the units of Retail Training I, and includes a study of merchandise control, stock planning, buying, pricing, personnel training, store location, store layout and equipment, and retail advertising. Suggested public relations activities are practiced in this course. A part of the semester is devoted to the study of the Pennsylvania Distributive Education Program.

**Retailing III** (Store Practice) 6 cr.

This is a practical course of cooperative part-time training in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week in actual retail work at which time he puts into practice the theories of retailing studied in previous retail training courses. This work is under close supervision of the store officials and of the College.

# EDUCATION DEPARTMENT

RALPH B. BEARD, *Head of Department*

GUY PRATT DAVIS
WILBUR EMMERT
S. TREVOR HADLEY
BLANCHE W. McCLUER
ANNA K. O'TOOLE
PAUL A. RISHEBERGER
IRENE RUSSELL

The purpose of the courses in the Education Department is to stimulate an interest in and an understanding of the teaching profession. The staff members of the department utilize the Keith School for observation and participation in an attempt to see theory put into practice.

## GENERAL EDUCATION COURSES

(Required of all students)

**Professional Orientation** 3 cr.

An orientation and guidance course designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

**General Psychology** 3 cr.

A comprehensive study of the origins, motives and modifications of human behavior with emphasis on the scientific approach in analyzing behavior patterns; the importance of man's biological inheritance, and the significance of social environment in influencing human living. Attention is given to an appreciation of simpler techniques in psychological experimentation.

**Educational Psychology and Evaluative Techniques** 3 cr.

This course deals with the problem of understanding the child and the adolescent and how he learns. Some emphasis is given the growth process to better understand the learner. The learning process is dealt with in detail. Actual classroom observation and a study of classroom techniques attempts to give the student the information he needs in order to teach effectively. Attention will be given to measurement as related to growth and the learning process. Prerequisite: General Psychology.

**Audio-Visual Education** 2 cr.

A consideration of the needs for sensory techniques and materials is given with attention to the psychological processes involved. Through class and laboratory work the student will have an opportunity to become acquainted with materials and equipment and skilled in audio-visual techniques, within the teaching field. Activities will include actual production of materials for class use and participation in their use.

**Student Teaching and Directed Activities** 12 cr.

Student teaching is the course which opens to the student rich experiences in the various aspects of the work of the teacher. The student teaching assignment begins with observation and simple teaching duties. As he progresses, the student is gradually inducted into more responsible teaching situations which provide opportunities to test theories in action, to observe and develop learning experiences with and for children, to guide children in the formation of good habits, and to better understand how children, both as individuals and as groups, react, behave, and achieve in school situations. In addition to these experiences with children, this course will provide many opportunities for the future teacher's growth both as a person and as a professional worker.

**Professional Practicum Including School Law** 2 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences and materials. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and use these experiences and materials in child learning. This course also aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given concurrently with student teaching.

## ELECTIVES

**Educational Measurements** 3 cr.

This course is designed to meet the needs of teachers in appraising student achievement. It will include the construction and evaluation of informal objective tests, the selection and use of measures of achievement and group intelligence tests, the interpretation of test scores, and the use of the anecdotal record, diary, case history, sociogram and the cumulative record. The course will provide for differentiation to meet the needs of teachers of different grade levels.

**Mental Hygiene** 3 cr.

This course endeavors to develop a background for the study of human conduct and an understanding of the foundations of human behavior, together with an application of the emergent principles to the life of the everyday person. It is designed especially for students in all curricula. Prerequisites: Educational Psychology.

**Public School Administration** 3 cr.

This course is designed to acquaint the teacher with the administration and organization of the American public school. Among the topics to be discussed will be: pupil classification and promotion; supervision of instruction; the organization of extra-curricular activities; classroom management and discipline; grading systems; the daily schedule; and a philosophy of education.

**Recent Trends in American Education** 1 cr.

This course will include a brief study of the origin of education at local, state and national levels, basic curriculum issues, school community situations, organization and methods of instruction and current evaluation and reporting procedures.

**School and Community** 3 cr.

This course emphasizes the study of group dynamics and leadership techniques which will aid the teacher in filling the role as an active member of the community. Techniques of surveying community resources, needs, problems, and school-community relationships are studied. Field trips and group activities are a required part of the course.

**Teaching the Exceptional Child** 3 cr.

This course is designed to aid the student in identifying and in meeting the needs of those children who deviate from the normal in areas of physical, mental, emotional and educational development. Consideration is given to educational opportunities available to these children. Study is made of agencies which serve exceptional children. Field trips are emphasized. Prerequisite: Educational Psychology.

## REQUIRED COURSES IN ELEMENTARY EDUCATION

**Child Development** 3 cr.

The objective of this course is to help the student develop an understanding of the physical, mental, social and emotional growth patterns characteristic of childhood. The functions of educational and welfare agencies which work with children will be studied. Opportunity will be provided for learning experiences with children.

**Language Arts** 9 cr.

This course deals with the language arts program as an integrated area of development in oral and written communication. Study is made of the reading processes, materials of instruction and procedures in teaching the child to read. Purposeful experiences are provided with the other techniques and materials of communication. Children's literature is explored and methods of interpretation are studied. Opportunity is provided for observation and work with children.

**Social Living in the Elementary School** 9 cr.

Social living in the elementary school is an integrated course which draws its content from the fields of science, mathematics, geography, economics, sociology and history. Emphasis is placed on the child's development, his broadening environment and their relationship to the acquisition of concepts and skills in these areas. Ways of using sensory materials, activities, committees, scientific problem solving and the organization of content into social living units will be studied.

## ELECTIVE COURSES IN ELEMENTARY EDUCATION

**Creative Activities in the Elementary School** 3 cr.

This course is planned to provide the student with a wide range of creative experiences in the fields of art, crafts, music, rhythmics, dramatics and games in the elementary school. Stress is placed upon the need to help children in developing their capacities for creative expression in these areas.

**Diagnostic and Remedial Reading** 3 cr.

This course is planned to help the classroom teacher to prevent, diagnose and correct reading disabilities. Reading difficulties which develop at various stages of child development are analyzed. Emphasis is placed upon selection of appropriate materials, teaching procedures and organization for remedial instruction. Prerequisite: Teaching of Reading or Language Arts.

**Speech Development and Improvement** 3 cr.

The course is designed to acquaint students with the various types of speech problems common to children in the elementary school. Emphasis is placed upon speech rehabilitation. Study is made of the materials, methods, and techniques which the classroom teacher uses in improving the speech of all children as well as giving special attention to the needs of those children who are atypical in speech will be provided. Practice with children in the classroom will be provided.

## REQUIRED COURSE IN SECONDARY EDUCATION

**Problems of Secondary Education and Guidance** 3 cr.

This is a basic course in secondary education designed to aid the student with the practical problems of teaching. Special attention is given to problems in such areas as: teacher-pupil relationships, classroom organization, the nature of the secondary school population, the curriculum, extra-class activities and home room practices.

## ELECTIVE COURSES IN SECONDARY EDUCATION

**Adolescent Psychology** 3 cr.

This course is a study of the adolescent child as revealed by researches of his emotions, personality integration, social adjustment, character development, moral problems, attitudes, religious interests, home adjustments, and mental hygiene.

**Guidance** 3 cr.

This course presents the need for and the nature of guidance need by adolescent youth together with the concepts, kinds and methods of guidance. Emphasis is placed upon the functional aspects of guidance in educational and vocational fields.

# ENGLISH AND SPEECH DEPARTMENT

RHODES R. STABLEY, *Head of Department*

GALEN S. BESCO
ABIGAIL C. BOARDMAN
*EDWARD F. CARR
ROBERT W. ENSLEY
JAMES R. GREEN
EDNA HAYS
DONALD A. HESS
ARTHUR F. NICHOLSON
MARIAN J. KIPP
MAURICE L. RIDER
MARGARET O. STEWART

The English and Speech Department serves two main functions. First, through courses required of all students as part of the general education program of the college, the Department aims at the improvement of English usage in both writing and speaking and of other forms of communication such as listening, observing, reading, and demonstrating. Second, for a select group of students who show marked interest and competence, the Department undertakes to give specialized training needed for the successful teaching of English and Speech in secondary schools.

Because of the need of good English usage by teachers of all subjects, candidates for Junior Standing are required to reach a satisfactory standard for both oral and written expression (see page 34). At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters. Speech difficulties are also checked on. A speech test is given to all entering students, and wherever noticeable defects or limitations are revealed, an appropriate remedial program is arranged for the individual according to his needs.

A student may elect to specialize in either English or general speech, perhaps even in both. Graduation requirements demand 35 semester hours if the student offers English as his first field, with 14 hours in required courses counting toward this total; eighteen hours if he offers it as a second field, with four hours—representing the required literatures—counting toward this total.

Twenty-four hours are required for general speech as a first field, 18 as a second field; toward both totals are counted the four hours representing the two speech courses required in general education. Where certification is sought in both fields these two courses count only toward one field.

## GENERAL EDUCATION COURSES

(Required of all students)

**Communication I** 5 cr.

This course is designed to develop basic skills in reading, writing, speaking, listening, observing, and demonstrating. Media employed in-

* On leave of absence in the armed forces.

clude books, magazines, radio, movies, television, art, music, drama. First semester, freshman year.

OR—

**English I** 3 cr.

This course is an introduction to written composition featured by extensive use, in class and out, of the individual conference method. Improvement is also sought in reading habits, interests, and skills. Library instruction, dictionary study, and practice in finding and using research materials are included. First semester, freshman year.

AND—

**Speech I** 2 cr.

This course includes the study and application of the fundamental principles of effective speaking; recording and analysis of voice; personality adjustment as related to speaking-listening situations. First semester, freshman year.

**Communication II** 5 cr.

This course is a continuation of Communication I. Second semester, freshman year. Prerequisite: Communication I.

OR—

**English II** 3 cr.

This course, essentially a continuation of English I, also relies heavily on the individual conference method. Special emphasis is put on the further development of techniques in the writing of investigative papers. Second semester, freshman year. Prerequisite: English I.

AND—

**Speech II** 2 cr.

This course is a continuation of Speech I with special emphasis on group discussion, parliamentary procedure, speeches for special occasions. Second semester, freshman year. Prerequisite: Speech I.

**World Culture I** 5 cr.

In this course are studied the relationships between historical movements and their expression in literary form, with materials taken from leading cultures and nations, ancient, medieval and modern. First semester, sophomore year.

OR—

**Literature I** 2 cr.

The materials of this introductory course to literature will include works written in the English language—American, British, Canadian, Australian, South African, etc. Special emphasis will be put on contemporary writing as it reflects important problems. First semester, sophomore year.

AND—

**History of Civilization I** 3 cr.

First semester, sophomore year.

**World Culture II** 5 cr.

This course is a continuation of World Culture I. Second semester, sophomore year.

OR—

**Literature II** 2 cr.

In this course the literature studied will include works in translation from the outstanding cultures and nations of the non-English speaking and writing world. Second semester, sophomore year.

AND—

**History of Civilization II** 3 cr.

Second semester, sophomore year.

## COURSE REQUIRED FOR SPECIALIZATION IN ENGLISH

In addition to the required courses in general education, students desiring to make English their first field of specialization (35 hours) will be asked to take the course below. Students planning to make English a second field are expected to take this course, but it will not count towards a minor. Permission to specialize in English will be granted only to those students who have already made a strong record in the required courses.

**Recent Trends in the Teaching of English** 3 cr.

This course introduces the student to the professional requirements and specialized problems of the teaching of English in high school. Background for student teaching is provided through (1) study of professional literature, (2) individual reports, (3) lesson plans, (4) observation of teaching, and (5) participation in class demonstrations. Each semester, each year.

## ELECTIVES

(At least one course should be selected in each group)

Although offered primarily to meet the needs and interests of students preparing to become teachers of English, the courses described below are open to all other students of the college as free electives by permission of the Department head.

### GROUP I — SURVEY COURSES

**American Literature** 3 cr.

This course is a survey of American literature from colonial times to the present. First semester each year.

**English Literature** 3 cr.

This course is a survey of English literature from Anglo-Saxon times to the present. Second semester each year.

**American Poetry** 3 cr.

This course will offer a careful study of selected American poets.

**American Prose** 3 cr.

This course will offer a careful study of selected American writers.

**World Literature**

Extensive reading of foreign literature in translation, chosen mainly from Oriental, European and South American countries, forms the basis of this course.

**Children's Literature and Story Telling** 3 cr.

See page 78 for a description of this course.

GROUP 2 — PERIOD COURSES

**Pre-Shakespeare** 3 cr.

A seminar course which includes a study of the best of the English classics written from 1350 to 1590.

**Shakespeare** 3 cr.

In this course, the major plays are studied, many others are read rapidly, and the Elizabethan age is given a brief historical survey.

**Eighteenth Century Literature** 3 cr.

This course comprises a consideration of English life and letters from 1660 to 1800, with special emphasis on the rise and decline of neo-classicism and the beginnings of romanticism.

**The Romantic Movement** 3 cr.

This course treats the main currents in the literature of England during the first half of the nineteenth century.

**Victorian Literature** 3 cr.

This course deals with the literary treatment of the main problems of the second half of the nineteenth century in England—social, scientific, religious, artistic.

GROUP 3 — FORM COURSES

**Contemporary Poetry** 3 cr.

This course offers a study of the poetry of England and America since 1880.

**Modern Drama** 3 cr.

In this course the major study is the reading of outstanding American, British, and Continental plays from Ibsen to the present.

**Novel to 1870** 3 cr.

This course considers the rise and development of the English and American novel from the predecessors of Defoe to Hardy and Twain.

**Contemporary Novel** 3 cr.

This course continues the study of the English and American novel from 1870 to the present day.

**Short Story** 3 cr.

This course offers for study the works of the best American, British, and Continental writers.

**Criticism** 3 cr.

This is a study of notable critical works from Aristotle to the present.

**Essay** 3 cr.

In this course is traced the development of the essay from Montaigne to the present, with special emphasis on the great essayists of France, England, and the United States.

**Literature of Biography** 3 cr.

In this course is read and studied the work of such outstanding biographers as Carlyle, Macaulay, Strachey, and Sandburg.

## GROUP 4 — WRITING

**Advanced Composition** 3 cr.

This course seeks to develop creative ability and to improve writing style. Much free composition is attempted in such literary types as the short story, the magazine article, the personal essay, poetry, and the one-act play. Second semester, each year.

**English Philology** 3 cr.

In this course the aim is to give students an understanding of the technicalities of modern English grammar and usage. Attention is given to the history of the language, levels of usage, present-day syntax, word origins, and semantic changes in the language. First semester, each year.

**Creative Writing** 3 cr.

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor.

**Journalism** 3 cr.

This course includes the writing of the news story, the column, the feature, and the editorial. Special attention is given to college and school publications, with special emphasis on make-up and editorial policy.

## GENERAL SPEECH

To satisfy a growing demand for teachers of speech and dramatics in the public schools, the college offers a general speech curriculum. Students desiring certification in this area may elect speech either as a first field of specialization, which requires 24 hours, or as a second field of specialization, which requires 18 semester hours credit, with 4 hours from required speech courses counting in both cases.

The courses in speech are designed to develop the student's powers of oral expression and communication, to present a rich cultural background in the speech arts, and to aid in vocational preparation.

Students not interested in securing certification, but who wish merely to prepare themselves more adequately for handling language problems

incident to all teaching, may, with the permission of the department head, take certain courses as free electives.

## COURSES REQUIRED FOR CERTIFICATION IN GENERAL SPEECH

**Speech I** 2 cr.

**Speech II** 2 cr.

These courses are described on page 81.

**Oral Interpretation** 3 cr.

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes.

**Phonetics and Voice** 3 cr.

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I. P. A. system; study of structure and function of speech organs; voice improvement.

**Play Production** 3 cr.

This course affords each student the opportunity to select, cast, rehearse, and produce a one-act play. Included are suggestions on how to improvise for meeting the demands of small stages.

**Speech Program in the Secondary Schools** 2 cr.

In this course the student is introduced to the practical problems of organizing and directing programs in dramatics, forensics, radio, and speech correction and improvement. It is designed primarily to meet the needs of students majoring in general speech.

## ELECTIVES

**Speech Problems** 3 cr.

The aim of this course is twofold: to correct and improve the voices of prospective teachers and to provide materials, methods, and techniques for improving the speech of their pupils.

**Speech Development and Improvement** 3 cr.

This course, designed for elementary students, includes the study of normal speech and language development, the types of speech and hearing disorders common to the classroom, and procedures for speech improvement.

**Radio I** 3 cr.

This course, combining lecture and workshop, deals with radio as a resource for the classroom teacher; utilizes live programs, transcriptions and recordings; presents problems of equipment, use, maintenance, and operation of the school radio workshop.

**Radio II** 3 cr.

This course offers additional practice in radio production, in attaining skill in microphone techniques, and in preparing scripts for routine and special occasions. Prerequisite: Radio I.

**Creative Dramatics and Story Telling** 3 cr.

An advanced course in play production, it deals with the technical aspects of composition, picturization, movement, rhythm, and pantomime. Each student will cast, rehearse, and direct a one-act play as the main project. Prerequisite: Play Production.

**Costume and Make-up** 3 cr.

This course deals with the practical application of straight and character make-up. Emphasis on costuming to show how mood and illusion can be created through proper selection of style, color, and texture of materials.

**Stagecraft and Scenic Design and Lighting** 3 cr.

This course stresses all practical phases of stagecraft. Work on major productions of the semester is included.

**Community Dramatics and Pageantry** 3 cr.

This course deals with practical problems in stage movement and business, lighting, costume and make-up. Material is presented from the standpoint of the director responsible for pageants and dramatic activities on playgrounds, in camps, and in community projects.

**Debate, Group Discussion, and Parliamentary procedure** 3 cr.

In this course the principles and practices related to the various areas represented are studied, discussed, and practiced.

**Choral Speaking** 3 cr.

Choral speaking aims through the communal voicing of poetry to stimulate appreciation, interpretation, and artistic expression of poetry, to train choral leaders in the technique of choir conducting, and in the selection and treatment of materials.

***Psychology of Speech** 3 cr.

This course aims to interpret the psychological aspects of speech in relation to the learning process; to investigate the origins and development of personality and the relations of personality deviations to speech; and to gain a better understanding of the psychology of speaker-audience relationships.

***Speech Pathology** 3 cr.

This course presents a background in anatomy and physiology as an approach to understanding the pathological conditions underlying disorders of speech and hearing. Case types are demonstrated.

***Speech and Hearing Clinic** 4 cr.

This course offers the student an opportunity to diagnose and treat articulatory and minor voice disorders. Practice is given in the use of clinical instruments. Individual and group therapy is practiced.

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* Does not count toward certification in General Speech.

# FOREIGN LANGUAGES DEPARTMENT

EDWARD W. BIEGHLER, *Head of Department*

The Department of Foreign Languages recognizes as its primary duty the preparation of teachers in French and Spanish. It aims also to present these languages and the cultures that lie behind them to the non-specialist who wishes thus to broaden his general education.

Courses I to IV in French and Spanish are designed primarily for the general student. The objectives of this unit are accurate pronunciation, some ability in understanding the spoken word and in self-expression, maximum ability in reading, and some appreciation of the motives and main currents of French and Spanish cultures. The formalities of grammar are reduced to their functional minimum.

Courses V and above, conducted largely in the language in question, are designed particularly for the prospective teacher. They need not be taken in numerical sequence. The language specialist is strongly urged to have at least the elementary work in a related language.

A student offering a language as the first field of specialization must complete a minimum of 24 semester hours in that language; as a second field of specialization 18 semester hours are required.

## SPANISH

**Spanish I and II: Elementary Spanish** 3 cr. each

This elementary sequence I-II is designed to develop basic skills in pronunciation, aural comprehension, speaking, and reading. Constant oral drill serves to encourage automatic response to recurring basic phrase-units. Reading material is chosen in part on a basis of social and cultural content.

**Spanish III and IV: Intermediate Spanish** 3 cr. each

In this intermediate sequence we seek further development of the basic skills, and move progressively toward making Spanish the language of the classroom. On completion of this sequence the student should be able to read standard modern Spanish with little difficulty, understand what is said to him, and express himself in a familiar situation.

Students who present one year of high-school Spanish should take Spanish II; those who present two years of high-school Spanish should take Spanish III.

**Spanish V: Advanced Spanish Language** 3 cr.

This course, which reviews and supplements the grammar of the earlier sequences, aims toward a systematic analysis of the Spanish language. It includes illustrative composition and analysis of contemporary texts.

**Spanish VI: Hispanic Culture** 3 cr.

In this course the student is introduced to the salient facts of the Spanish and Latin American culture: ethnic composition, geography and its impact on society, high points of history, regional differences and characteristic cultural philosophies.

**Spanish VII: Spanish Literature** 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain, with particular stress on the nineteenth and twentieth centuries.

**Spanish VIII: Spanish American Literature** 3 cr.

After some consideration of the basic trends of Spanish American literature, this course concentrates its attention on the recent novel of social thesis.

**Spanish IX: Prose Fiction in Spain** 3 cr.

After a brief survey of the picaresque novel of the Golden Age and its influence on European literature, this course considers in particular the realistic novel after 1850 and the view it affords of modern customs and manners.

**Spanish X: Special Projects** 3 cr.

This course is designed to satisfy the special needs of a group as they may arise. It may be utilized for further training in conversation and composition, commercial usage, study of periodical literature, recent theater, etc. It may be repeated with credit.

## FRENCH

**French I and II: Elementary French** 3 cr. each

**French III and IV: Intermediate French** 3 cr. each

**French V: Advanced French Language** 3 cr.

**French VI: French Culture** 3 cr.

The objectives and methods of these sequences and courses parallel those of Spanish I-VI.

**French VII: French Literature through the Eighteenth Century** 3 cr.

After touching on the characteristic qualities and origins of French literature, this course will devote major attention to the seventeenth and eighteenth centuries.

**French VIII: Nineteenth Century French Literature** 3 cr.

This course aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it.

**French IX: Twentieth Century French Literature** 3 cr.

This course will examine the literary scene of the current century and its relationship with French life of today.

**French X: Special Projects** 3 cr.

This course parallels Spanish X.

# GEOGRAPHY DEPARTMENT

L. C. DAVIS, *Head of Department*

NORAH E. ZINK

The Geography Department serves two functions. Through its core course, required of all students, the Department aims at the extension of geographic learnings throughout the college. For a select group of students who demonstrate special interest and ability, the Department provides specialized training for prospective teachers and supervisory specialists in geography in the secondary and elementary schools of the Commonwealth of Pennsylvania.

Students specializing in geography come largely from the Secondary, Elementary, and Business Education Divisions. For Elementary students, geography is planned and presented to give the fundamentals needed in presenting to young students those understandings of people so necessary for the preservation of peace and liberty throughout the world. In the Secondary field it enlarges the student's background for teaching geography; it also equips specialists in geography with the knowledge, skill and ability to present geography at the secondary level. Geographic offerings available for Business Education students prepare such students to teach geography successfully both in the Business Education Departments of secondary schools and in the Geography Departments of such schools.

Opportunities for trained geographers are presently increasing due to the expansion of geographic education in the secondary schools and to the increased demand for geographers in the business and in government service. If geography is the first field of specialization 24 semester hours of geography are required. If geography is the second field of specialization 18 semester hours of geography are required.

## GENERAL EDUCATION COURSE

(Required of all students)

**World Geography** 3 cr.

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, such as patterns of soil, climate, vegetation,—and of man's adjustment to them, with special emphasis on man's economic and cultural responses. This course is prerequisite to all other courses in the department.

## REQUIRED OF ALL GEOGRAPHY MAJORS AND MINORS

**Teaching of Geography in Secondary Schools** 3 cr.

This course is an intensive study of modern techniques for teaching geography, of geographic materials, and of current curricula in geography. Emphasis is placed on the contribution of geography to the solution of national and world problems.

## ELECTIVES FOR GEOGRAPHY MAJORS AND MINORS

**At least two courses must be chosen from each group below.**

### Group 1—Earth Studies

**Climatology** 3 cr.

This course is primarily concerned with the climatic regions of the earth, and the limitations and advantages they offer for man's occupance. This course is a valuable aid to students of World Problems.

**Geology** 3 cr.

This course provides an intensive survey of the past history of earth development as a basis for its development as a habitat for man in the present era.

**Meteorology** 3 cr.

This course analyzes the laws and underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and discuss problems arising from the use of the atmosphere as a medium of travel and transportation.

**Physiography** 3 cr.

This course involves a detailed study of land forms, soils, minerals, their origin, development, and relationships to man's distributional patterns and adjustment problems.

**Cartography** 3 cr.

This course is designed primarily to enable the student geographer to attain proficiency in the use and interpretation of maps, globes, cartograms, and geographic diagrams. The history of maps, the development of signs, symbols, map scales; the construction of projections, graphs, and diagrams, and the application of each of these to the teaching of geography are stressed.

### Group 2—Economics

**Economic Geography** 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, population distributions, world trade routes and related natural factors. It also deals with the applications of these understandings to the solution of national and international problems.

**Commercial Air Transportation** 3 cr.

This course is concerned with questions of importance in the development of commercial aviation such as: policies concerning the freedom of the air, governmental agreements, subsidies, control and use of air bases, the importance of the North, and world air routes. This course may be used as an elective in Aeronautics Education.

**Conservation of Natural Resources** 3 cr.

This course involves a regional investigation of problems in the conservation of land, water, plant and animal resources. The regional approach to the solution of these problems is stressed.

**Geographic Influences in History** 3 cr.

This course is a study of the relationship of the natural environmental factors to the settlement, development and progress of selected countries—with major emphasis on the United States. Prerequisites: World Geography and Geography of the United States and Canada.

**Trade and Transportation** 3 cr.

This course includes a study of transportation routes, ports, railroad centers, hinterlands and the trade relations between production areas and between countries.

**Group 3—Regional Studies**

**Geography of the United States and Canada** 3 cr.

This course is a regional study of the United States and Canada, concerned with the investigation of man's adjustment to his environment as determined by the physical factors of climate, vegetation, relief, soils and natural resources. Recognition of political adjustments to the geographic environment and the interrelations between the two countries and the rest of the world are stressed.

**Geography of Pennsylvania** 3 cr.

This course involves the development of regional understandings of the natural environmental background of Pennsylvania's growth and development. The regional planning program which the Commonwealth is developing is carefully investigated. Field trips to nearby points of geographic interest are an integral part of the work. Prerequisites: World Geography and Geography of Pennsylvania and the United States.

**Geography of Asia** 3 cr.

This course comprises a study of the major geographic regions of the Soviet Union, Southwestern Asia, and India. Special emphasis is placed on the natural resources and their use, the peoples, their numbers and distribution, their culture and recent cultural changes, strategic areas and related political problems.

**Geography of Africa and Australia** 3 cr.

This is a regional study of Africa, Australia, and the neighboring islands, presenting the economic and social development of the regions of these lands and their relationship to the physical environment. The geographic aspects of the problems of land tenure, race, future land use, and the strategic importance of the areas are considered.

**Geography of Europe** 3 cr.

The aim of this regional course is to help students acquire the ability to find and apply geographic relationships underlying land use,

dominant international problems, boundary disputes and the regional complexes of the European continent.

**Geography of the Far East** 3 cr.

This course includes a study of Japan, China, the Philippines, Southeastern Asia and the East Indies and involves an intensive investigation of the natural factors and man's adjustment to them in the geographic, economic and political regions of Eastern Asia. The geographic background needed in planning solutions for raising standards of living, for the wise use and restoration of natural resources and the industrialization of countries is presented.

**Geography of Latin America** 3 cr.

In this course a regional study is made of Middle and South America. Special emphasis is given to regional differences and similarities. Latin American relations with other areas, especially the United States, are stressed.

**Geography of Pennsylvania and the United States** 3 cr.

See course description under "Required in the Elementary Curriculum."

**World Problems in Geography** 3 cr.

This course considers world problems and the geographic backgrounds necessary in understanding them. Attention is given to boundary questions, the values and controls of colonies, fishery agreements, problems concerning commercial aviation, world trade, world food resources, control and development of natural resources, the making of peace and similar topics.

**Field Courses in Geography** 3 cr.

These courses, which involve the study of a selected area through the agencies of travel and actual investigation, are arranged from time to time to suit the needs of student groups.

## REQUIRED IN THE ELEMENTARY CURRICULUM

**Geography of the United States and Pennsylvania** 3 cr.

This course gives a comprehensive treatment of the adjustments of the peoples of Pennsylvania and the United States to the physical factors—structure, relief, climate, soils, and natural resources—which mold their destiny. The interrelationships between the United States and Pennsylvania and the rest of the world are stressed. Prerequisite: World Geography.

**Teaching of Geography (Social Living)** 1 to 3 cr.

Geography's contribution to the course Social Living in the Elementary School should include such topics as; the program for geography in the Elementary School as proposed in Bulletin 233B; pregeography; studies in methods, content, skills and attitudes for elementary geography teaching; and techniques for correlation and integration of geographic learnings with other subject matter areas.

# HEALTH AND PHYSICAL EDUCATION DEPARTMENT

George P. Miller, *Head of Department*

Lena Ellenberger
Margaret Gisolo
Malinda Hamblen
Regis McKnight
Lewis Shaffer
Samuel Smith

The Health and Physical Education Department provides required Health and Physical Education courses for all students in all curricula, a number of elective courses for those seeking certification in the field of Education for Safe Living and some non-credit activity courses.

All students are expected to pass a college swimming test. Those who are unable to meet this requirement after considerable training and practice will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health and Physical Education in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Provides opportunities for participation in worth-while leisure time activities and attainment of skills in those of value for adult use.

All students taking Health the first semester will take Physical Education I the second semester; conversely, students taking Physical Education I the first semester will take Health the second semester. All students will take Physical Education II in the third semester, and Physical Education III in the fourth semester.

## GENERAL EDUCATION COURSES

(Required of all students)

**Health** 2 cr.

Health consists of a study of the individual and community problems with the chief emphasis placed on the improvement of the student's own health.

**Physical Education I** 1 cr.

This course provides a seasonal program of sports and activities that will have some carry-over value. The activities will improve the physical fitness of the student and develop a number of sport skills.

**Physical Education II** 1 cr.

A continuation of Physical Education I with greater emphasis on participation in activities learned in Physical Education I.

**Physical Education III** 1 cr.

This course will provide for greater specialization in selected activities to bring personal performance ability to advanced levels.

## REQUIRED IN ELEMENTARY EDUCATION

**Teaching of Health and Physical Education** 2 cr.

The teaching of Health and Physical Education covers units designed to present the meaning, aim, scope and materials related to Healthful School Living, Health Service, Health Instruction, Elementary Grade Activities in Physical Education, Lesson Planning and Practice Teaching.

## ELECTIVE COURSE

**First Aid** 2 cr.

The college course includes the Red Cross Standard Course which requires 18 hours of work and the Red Cross Advanced Course which requires 12 hours of work. Red Cross certificates will be awarded upon the successful completion of each course. The student is eligible to enroll in the Instructor's Course after completing the First Aid Course. The successful completion of the Instructor's Course permits the holder of that certificate to conduct classes in First Aid.

## NON-CREDIT ACTIVITY COURSES

**Contemporary Dance**

Dance is a means of communication through movement. It is an art which offers the development of the physical and creative abilities through the medium of the body. The value of the dance for students without experience lies in developing the relationship between their mental, emotional, and imaginative life and its projection in bodily movements.

**Red Cross Life Saving and Swimming**

The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

## CERTIFICATION IN THE FIELD OF EDUCATION FOR SAFE LIVING

The State Council of Education approved this new certification January 9, 1948. The four courses below, General Safety Education, Driver Education, the Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools meet the requirements for certification with 12 semester hours.

A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

**General Safety Education** 3 cr.

The General Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

**Driver Education** 3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The pre-requisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having had a major accident for which the driver is responsible.

**Organization and Administration of Safety Education** 3 cr.

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

**Methods and Materials in Safety Education in the Secondary Schools** 3 cr.

Methods and Materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching safety as a separate subject and centering safety education around pupil organizations and special projects.

# HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, *Director of Department*

ANNA M. GORMAN
LEOLA T. HAYES
ELIZABETH HEARN LAVELLE
HELEN LOFTIS
HELEN C. MERRIMAN
MILDRED E. OMWAKE
ETHYL VERNA OXLEY
DEE STEPHENSON SMITH
RACHEL DALE MOSS

Leading educators are stressing three contributions of a home economics department: (1) to prepare all women, for their life work as homemakers, and to prepare men for their responsibility as future head of a family and fatherhood. (2) to prepare teachers to educate high school and elementary pupils for homeliving and (3) to prepare professional home economists for their positions. Indiana's home economics department fulfills the first two obligations. It meets the standards set up by the Smith-Hughes Act of 1917 and has kept pace with improvements in educational philosophy, teacher education and each of the many areas of homemaking. The faculty know each student personally and plan with her for experiences that best contribute to her development as a person. Our only lack is sufficient graduates to meet the professional and matrimonial demands. The following descriptions tell why our graduates are so well qualified and so much in demand.

## CLOTHING

**Clothing I** 3 cr.

Construction princip es are applied in making garments. Quality and construction of ready to wear garments, commercial patterns, flat-pattern design, variety of fundamental construction processes, and being well groomed through clothing selection and construction are emphasized. Sewing machines used extensively but appropriate hand processes and finishes are learned. Cost of fabric is approximately $27.

**Clothing II** 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by draping on individual dress forms. Students demonstrate the more difficult constructive processes in sewing. Cost of fabric is approximately $27. Prerequisite: Clothing I.

**Clothing III** 2 cr.

Coat or suit is tailored and garment remodeled. Additional ability is gained in pattern construction and use, construction techniques, selection and care of clothing. Constructed garments are compared with ready-to wears. Cost of fabric is approximately $35.

**Textiles and Clothing Economics** 2 cr.

Selection, cost, upkeep, wearing quality and handling of clothing and household fabrics. Influence of raw material, construction and finish

upon suitability, durability, uses, cost and hygienic values. Laws affecting manufacture and sales of fabrics, articles and garments. Labels. Ability to identify, select and care for fabrics and finished products demonstrated.

## CONSUMER EDUCATION

**Consumer Economics** 2 cr.

Understanding of economic problems of consumer buyers is sought. Problems of production, distribution, merchandising, and buying are studied. Emphasis is placed upon helps available from government, private agencies and consumers themselves. A program for the education of intelligent consumers is planned.

## FAMILY AND CHILD

**Child Development and Nursery School Child** 4 cr.

Phases of development from conception to adolescence are studied. Observation and care of children in many situations is provided. Emphasis is placed on the child as an individual and on the adult's opportunities and responsibilities for assisting each child toward optimum development.

**Family Relations** 2 cr.

Students have opportunity to gain knowledge and understanding of personality development and the importance of early influence in well adjusted lives and family stability. Emphasis is on preparation for marriage and problems of human relations within homes. Reading, discussions, and conferences are used in facing and solving problems.

## FOODS AND NUTRITION

**Foods I** 3 cr.

Applies scientific principles to meal planning and food selection, preparation, and service. Family food needs are basic. Experience in marketing develops appreciation of food cost, purchasing and other consumer problems. Laboratory work provides opportunity to develop good work habits, and high standards for products. 3 nurses uniforms and comfortable white shoes needed.

**Foods II** 3 cr.

Special emphasis on wise meal-planning, food selection and purchase, preparation and service of family dinners, hospitality, work habits, food preservation, freezing and use of frozen foods, meat selection and cookery. Recent experimentation and research indicating approved methods are considered. Teaching techniques are gained and teaching materials secured and prepared.

**Nutrition** 3 cr.

Positive relation of food to health. Nutritional requirements in infancy, childhood, adult life, pregnancy, lactation, old age, common nutritional deficiencies and disorders. Signs of good and poor nutrition,

functions of nutrients, interdependence of dietary essentials, and nutritive essentials of an optimum diet are studied. Adequate diets on different economic levels, racial and nationality bases considered.

**School Lunchroom Management I** 3 cr.

Students gain instruction and experience in menu making, marketing, food preparation and service, accounting and management. Lunches served are nutritionally adequate and appealing in taste and color. The educational possibilities and significance of the school lunch are stressed. The National School Lunch Program is studied and used.

## HEALTH

**Home Care of the Sick** 1 cr.

Develop understanding of part the home plays in positive health. Health problems families face. Minimizing discomforts and other effects of illness, safety and sanitation, understanding emotional adjustments and mental health. Provision is made for student practice of nursing procedures. Hospitals and homes provide observation and actual experience.

## HOME MANAGEMENT

**Family Finance** 2 cr.

Underlying economic principles and personal and family financial problems as wise use of income, time, human resources; increasing real and psychic income; accounts, savings and investments; legal contacts; banking; installment buying and credit; home production and optimum use of social income sources. Understanding of what low incomes mean in terms of living.

**Home Management** 3 cr.

All activities of normal home living as a group experience. Managerial ability is developed and human values and relations emphasized. Overall supervision; planning, buying, preparing and serving meals; use and care of all household equipment; care and management of the home; entertaining; child care and guidance; providing for better living.

**Household Care and Equipment** 2 cr.

Principles needed for the wise selection, efficient operation and care of kitchen, laundry, and other household equipment. Comparative studies of operation and efficiency of various kinds of equipment, procedures and cleaning materials. Good management is emphasized in arrangement, storage, working heights, procedures that will save time, energy and money.

**Housing** 2 cr.

Problems confronting families in finding suitable housing. Community planning, selection or construction of homes, architectural designs, materials and processes in construction and finishes, factors affecting costs and quality, building economics, legal aspects, heating,

ventilation, lighting, plumbing, floor plans for convenience, comfort, and aesthetic values, and housing maintenance.

## PROFESSIONAL

**Professional Orientation** 3 cr.

An orientation and guidance course designed to acquaint prospective teachers with professional opportunities and requirements, the relation of school to society, the organization of the American school system, the pupil and the educative process. The scope, areas, school orientation, history, leaders, organizations and publications in home economics are studied for understanding and appreciation. Club work, projects and the advisement program are integrated and related in solving personal and school problems toward the best development of students and future teachers. Directed observations of various schools and learning situations will be required.

**Student Teaching** (Including Vocational Home Economics Methods) 6 cr.

Helps students understand and solve problems of the home economics teacher in vocational or general position. Problems considered are adult education, curriculum, evaluation, pupil-teacher planning, home visits and experiences, teaching techniques, boys and mixed classes, and home living in elementary grades, democratic school and home life. Study, observations, participation used.

**Student Teaching** (Resident) 6 cr.

During student teaching seniors students live in typical communities and teach in superior departments approved for vocational home economics. Saturday campus conferences provide for study, help with professional problems and an exchange of ideas and experiences.

**Professional Practicum Including School Law** 2 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educational experiences and materials. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and use these experiences and materials in child learning. This course also aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given concurrently with student teaching.

## RELATED ART

**Clothing For the Individual** 2 cr.

Opportunity to select clothing for herself and others under supervision. Personality, coloring and figure variations are studied in relation to color, texture and pattern designs. Costume accessories are designed and made. Creates a consciousness of the value of being well groomed and provides techniques for accomplishing this. Prerequisites: Principles of Design, Clothing I.

**Home Furnishing** 3 cr.

Students develop ability to create attractive livable homes. Floors, walls, and windows, selection and arrangement of furnishings and furniture and remedies for problem rooms and houses are studied. Improvising, mending, remodeling, and refinishing furniture, making curtains, slip covers and draperies, etc., provide practical problems. Prerequisites: Principles of Design and Clothing I.

## ELECTIVES

**Clinic in Home Economics Education** 3 cr.

Further study for teaching various areas needed for adequate living in the home and the community. The philosophy underlying learning, evaluation, curriculum planning and effective teaching is studied and applied to specific field situations.

**Clothing IV** 2 cr.

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection, construction and remodeling hats for different seasons is included.

**Clothing V Special Problems in Clothing** 3 cr.

Clothing problems met by individual in home, college and teaching are solved. Prerequisites: Clothing I and the consent of the instructor.

**Diet in Disease (Diet Therapy)** 3 cr.

A study of diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. Planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology or Biology.

**School Lunchroom Management II**
(Organization and Administration) 3 cr.

Problems of administration in various types of educational institutions; management of personnel, labor, food, equipment, and supplies; record keeping; professional standards and ethics; experience in supervision of food service. Field trips to cafeterias and other food service units.

**Special Problems in Foods** 3 cr.

Food problems which meet the particular needs of the group or of individuals are solved. Foods for special occasions, demonstrations, experimental work, food decoration and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II.

## ELECTIVE FOR OUT OF DEPARTMENT STUDENTS ONLY

**Nutrition Education** 1 cr.

Fundamentals of food selection, menu making and principles of nutrition are studied. Application is made to the various age groups, economic levels and social and national background. Sources of illustrative material for teaching are made available.

## REQUIRED IN GENERAL EDUCATION

**Home and Family Living** 3 cr.

Meets the needs of all men and women as homemakers and parents. Units possible to select: adequate meals; food purchasing, preparation and service; child care and development; clothing selection and care; housing; furnishing and or equipping the home; management and wise use of human and material resources, etc.

# MATHEMATICS DEPARTMENT

JOY E. MAHACHEK, *Head of Department*

LEROY H. SCHNELL

I. L. STRIGHT

The Mathematics Department provides courses primarily for the Divisions of Secondary and Elementary Education but students from any department may elect courses in sequence either to improve their general education or to prepare for technical work in various fields.

A course in Fundamentals of Mathematics is required of all students in the Secondary Division unless proficiency is shown by examination. A course in Arithmetic in Social Living is required of all students preparing to teach in the elementary school.

Students in the Secondary Division choosing mathematics as a first field of specialization must have a minimum of 24 semester hours in mathematics; those choosing it as a second field of specialization must have a minimum of 18 hours in addition to the required course, Teaching Mathematics in the Secondary School. These numbers indicate only the acceptable minimum. Students specializing should plan to take as many additional electives as possible.

## COURSES REQUIRED FOR SPECIALIZATION IN MATHEMATICS

**College Algebra** 3 cr.

This course includes a brief review of high school algebra and development of algebra necessary for subsequent college mathematics. A study is made of functions and their graphs, linear and quadratic equations, progressions, the binomial theorem, theory of equations, variation, determinants, permutations, combinations, and probability.

**Trigonometry** 3 cr.

Plane trigonometry is essential for students preparing to teach the course in secondary schools and is basic to subsequent courses in college mathematics and science. It emphasizes indirect measurement through the solution of triangles and trigonometrical analysis.

**Analytic Geometry** 3 cr.

This course provides a background for the calculus and for other advanced courses. It relates algebraic equations with geometric forms thro the study of rectangular and polar coordinates, the straight line, the circle, conics, transformation of coordinates, parametric equations, and higher plane curves in geometry of two dimensions. In the geometry of three dimensions point, plane, line and quadric surfaces are emphasized. Prerequisite: College Algebra and Trigonometry

OR

**Mathematical Analysis I and II**

These two courses may be substituted for College Algebra, Trigonometry, and Analytic Geometry. They will cover the same material and carry the same total credit hours but will be taught as fused courses.

**Mathematical Analysis I** 4 cr.

An integrated organization of the traditional subject matter of College Algebra, Trigonometry and Analytic Geometry serves as the basic material for the two courses. The central idea of the organization is the function concept. The principal topics in this course are linear functions and graphs, rational and irrational functions, logarithms and logarithmic functions, trigonometric functions and formulas, the solution of triangles, exponential functions, permutations, combinations, and probability. This semester's work is closely correlated with, and forms an extension of, the senior high school mathematics.

**Mathematical Analysis II** 5 cr.

As a continuation of Mathematical Analysis I, the chief topics considered in this course are: the properties of circular functions, the straight line, loci, the conic sections, polar coordinates, transformation of coordinates, the general equation of the second degree in two variables, parametric equations, sequences and series, and the determination of equations representing given experimental data. Prerequisite: Mathematical Analysis I.

**Calculus I** 3 cr.

The elementary properties of differentiation and integration are developed simultaneously. This course aims to give the student a clear understanding of the meaning of the derivative as well as mechanical facility in the computation of the derivative of algebraic and transcendental functions. Applications of the derivative in solving problems of maxima and minima, in finding roots of equations, and in curvature are emphasized. The use of integration as a process of summation is applied to elementary problems in finding areas enclosed by plane curves, volumes of solids of revolution, the length of a curve, and to area of surfaces of revolution. Prerequisite: Mathematical Analysis II or Analytic Geometry.

**Calculus II** 3 cr.

This course is a continuation of Calculus I. Topics included are: differentials, the theorem of the mean value and its applications, centroids, fluid pressure, work, series, and work in polar and parametric equations. General facility in integration is promoted by a study of the construction of tables of integrals, as well as the various aids in integration. Prerequisite: Calculus. I.

**Teaching Mathematics in the Secondary School** 3 cr.

The major objective of the course is to prepare teachers of mathematics for the modern high school. Units include content of curriculum, objectives, current literature, methods of instruction, unit and lesson planning, evaluation, observation and participation.

## ELECTIVE COURSES

**Advanced College Algebra** 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: College Algebra, Trigonometry, and Analytic Geometry.

**Calculus III** 3 cr.

The aim of this course is to complete the student's study of elementary calculus. This course should be a real asset in the preparation for teaching secondary school mathematics as well as give background for graduate work, and is therefore recommended for all students contemplating advanced study in mathematics. Some of the topics considered are: partial differentiation, multiple integration, hyperbolic functions, and a brief study of elementary differential equations. Prerequisite: Calculus II.

**College Geometry** 3 cr.

This course gives the student a thorough preparation for teaching plane geometry. Effective methods of attack in solving problems are carefully analyzed and applied. Special effort is made to correlate the material studied with that of the high school. Representative topics are: geometric construction based on loci and indirect elements; similar and homothetic figures, properties of the triangle, Menelaus's theorem and Ceva's theorem, harmonic properties of circles, inversion and recent developments in geometry.

**Field Work in Mathematics** 1 to 3 cr.

The principal topics of this course are: field instruments, their mathematical construction and use; the slide rule, its construction and use; and suggestions for teaching the simpler instruments in secondary school courses.

**History of Mathematics** 3 cr.

A cultural background in the field of elementary mathematics is furnished by this course. Emphasis is placed on the history of the development of the number systems of elementary mathematics, computational devices, mathematical symbolism, space concepts, and simple logical processes. Other topics treated are: methods of problem solving, historical references in teaching, mathematical recreations, and the biographies of outstanding mathematicians. Prerequisite: Analytic Geometry.

**Mathematics of Finance** 3 cr.

The primary purpose of this course is to give the student a background for teaching general and consumer mathematics. The course introduces the student to the elementary theory of simple and compound interest, and leads to the solution of practical problems in annuities, sinking funds, amortization, depreciation, stocks and bonds, installment buying, and building and loan associations. It also includes the theory of probalility as related to life insurance, the theory and calculation of mortality tables, various types of life annuities and insurance policies. Prerequisite: College Algebra.

**Spherical Trigonometry and Navigation** 3 cr.

Besides the usual treatment of theorems of space the course emphasizes alternate methods of proof and applications of algebra and elementary analysis to solid mensuration; spherical trigonometry; and practical applications of space concepts especially in the field of navigation.

**Statistics** 3 cr.

Statistics covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on the mathematical development of formulas, as well as on skill in using them. Prerequisite: Analytic Geometry.

## REQUIRED OF ALL STUDENTS IN SECONDARY EDUCATION

**Fundamentals of Mathematics** 3 cr.

This course is concerned with cultivating the students' general understanding and appreciation of mathematics. For students who have had little high school mathematics emphasis will be placed on the development of the number system, arithmetic, proof and reasoning, methods of equations, graphs, simple statistics and the place of mathematics in present day living. For those with adequate high school mathematics consideration will be given to the elements of more advanced mathematics.

## REQUIRED OF ALL STUDENTS IN ELEMENTARY EDUCATION

**Arithmetic in Social Living** 3 cr.

This course shows arithmetic as part of the area of social living. Emphasis is placed on arithmetic concepts and processes suited to various maturity levels and techniques for developing them; on children's need for arithmetic; on knowledge of research in the field of arithmetic; and on books and materials helpful to prospective teachers in the elementary school. Prerequisite: Students must show by examination a reasonable mastery of the fundamental processes of arithmetic.

# MILITARY SCIENCE AND TACTICS DEPARTMENT

HUBERT E. THORNBER, *Lieutenant Colonel, Quartermaster Corps, United States Army, Professor of Military Science and Tactics*
EUGENE C. MARTIN, *Major, Quartermaster Corps*
VICTOR J. HAWTHORNE, *Captain, Quartermaster Corps*
CHARLES P. HAESLOOP, *Master Sergeant, Infantry*
RICHARD L. LEE, *Sergeant First Class, Infantry*
JAMES O. DUDGEON *Sergeant, Quartermaster Corps*

State Teachers College, Indiana, Pennsylvania, is authorized a Senior Division, Reserve Officers Training Corps unit. The mission is to produce junior officers who have the qualities and attributes essential to their progressive and continued development as officers of the Army of the United States.

## REQUIREMENTS FOR ENROLLMENT

There are certain requirements for enrollment in the Reserve Officers Training Corps. Students must be:

1. Citizens of the United States.
2. Physically qualified under standards prescribed by the Department of the Army.
3. Accepted by State Teachers College as a regularly enrolled student.
4. Be not less than fourteen (14) years of age and under twenty-three (23) at the time of enrollment in the Basic Course.

## WHAT ROTC OFFERS

Uniforms, equipment, ROTC textbooks and notebooks are issued without cost to formally enrolled cadets.

Students having successfully completed the Basic Course, or having over one year of active service in the Armed Forces, and meeting the Advanced Course admission requirements are paid a subsistence allowance in lieu of rations currently amounting to Twenty-Seven (27) Dollars per month during the time they are taking the Advanced Course.

After the student completes the Advanced Course, ROTC and receives his baccalaureate degree from the college he is eligible for a commission as a Second Lieutenant, Quartermaster Corps in the Officers Reserve Corps.

A Reserve Officers Training Corps enrollment and draft deferment quota has been established for State Teachers College. This controls the number of male students who may be accepted by the College to take the ROTC Course.

Policies affecting enrollment and continuance of students in the Senior Division of the Reserve Officers Training Corps are included in the provisions of the Selective Service Act of 1950. They are as follows:

1. To be eligible for deferment until completion of their academic course, students enrolled in the ROTC must remain in good standing in both their academic and military courses.
2. They must demonstrate proper and sufficient aptitude and leadership characteristics to ultimately qualify them for a commissioned appointment.
3. They must attend a summer training camp, when ordered by competent authority.
4. They are required to sign an agreement to accept a commission in the Army, if and when tendered and to serve not less than two (2) years on active duty as an officer, subject to call by the Secretary of the Army.

## CURRICULUM IN MILITARY SCIENCE AND TACTICS

College credit is given for this training in lieu of credit for Physical Education.

Sequence of courses are subject to change as directed by the Department of the Army.

### BASIC COURSE

FIRST SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science I | 2 | 1 |
| Leadership and Drill | 1 | |

SECOND SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science II | 2 | 1 |
| Leadership and Drill | 1 | |

THIRD SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science III | 2 | 1 |
| Leadership, Exercise of Command and Drill | 1 | |

FOURTH SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science IV | 2 | 1 |
| Leadership, Exercise of Command and Drill | 1 | |

### ADVANCED COURSE

FIFTH SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science V QMC | 4 | 3 |
| Leadership, Exercise of Command and Drill | 1 | |

SIXTH SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science VI QMC | 4 | 3 |
| Leadership, Exercise of Command and Drill | 1 | |

SUMMER CAMP for six (6) weeks at Quartermaster Center, Fort Lee, Virginia

SEVENTH SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science VII QMC | 4 | 3 |
| Leadership, Exercise of Command and Drill | 1 | |

EIGHTH SEMESTER

| | Hours Clock | Semester |
|---|---|---|
| Military Science VIII QMC | 4 | 3 |
| Leadership, Exercise of Command and Drill | 1 | |

# MUSIC EDUCATION DEPARTMENT

CLEL T. SILVEY, *Director*

LOLA A. BEELAR
AAGOT M. K. BORGE
AGNES M. BOTHNE
ROBERT W. BURGGRAF
CATHERINE C. CARL
*ESTHER SKOG COULANGE
CHARLES A. DAVIS
**GLADYS DUNKELBERGER
THOMAS J. HUGHES
JEROME LANDSMAN
C. DAVID MCNAUGHTON
LAURA M. REMSBERG
LAWRENCE C. STITT
ARVILLA TERRELL
W. WYNN YORK

*Replacing Miss Dunkelberger
**On leave 1951-52

**Requirements For Admission.** In addition to the usual entrance requirements (see pages 30-32 of this catalogue) unconditional entrance to a program of study leading to the degree of Bachelor of Science in Music Education necessitates the following specialized abilities:

1. Possession of an acceptable singing voice which indicates no serious defects that cannot be remedied by vocal study.

2. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performance skill.

3. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory.

4. The ability to sing at sight with reasonable accuracy and fluency music of the difficulty of simple folk songs and hymns.

Necessary limitation of enrollment in the department of music education assures a carefully selected group of students each year. Data on personal qualifications, scholastic attainment, and musical experience are collected for each applicant; a personal interview and music aptitude tests for prospective music students are given by the Director of the department and his assistants. There is a sincere desire on the part of the music department to offer necessary guidance before a student undertakes the music program. Early application is desirable. It is advisable for the prospective student to make application for admission to the Registrar of the College. In general, audition dates are planned for March, April, May, June, July, and August, but usually admission is closed in June or July.

**Student Teaching.** Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the Keith School on campus and the borough schools during their sophomore year. These observations are

designed to familiarize students with some teaching problems before they take the methods courses.

2. In observation and actual teaching assignments in the Keith School and the borough schools during the Junior and Senior years as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In 12 semester hours of student teaching required during the first or second semester of the senior year. This work is done in the elementary and junior high school in the Keith school, in the borough schools of Indiana, or in nearby school systems where music teaching centers have been established.

All student teaching is done under careful, personal supervision of the music education department staff who are assigned specifically to direct student teaching. With the exception of applied music requirements, which may not have been previously removed, the student concentrates solely upon the teaching assignments (at various levels) during the one semester.

## GENERAL EDUCATION COURSE

(Required of All Students)

**Introduction to Music** 2 cr.

This course provides an orientation in music experience from present to past, and is required of all college students. It aims (1) to enrich the student's cultural experience, as well as (2) to equip the prospective teacher with an understanding of music as it relates to general education and the art of daily living. The possibility of correlations with other subjects is explored. No prerequisite courses or special abilities are required.

## REQUIRED COURSES FOR ALL MUSIC EDUCATION STUDENTS

### Applied Music

### INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses, if instructors are available, may be taken as electives by students in other departments upon payment of an additional fee (See page 38).

**Private Voice Instruction.** The purpose of private voice instruction is to develop the whole self in musical thinking and feeling through the physical, psychical, spiritual and emotional media. Students are en-

couraged to develop an effortless and beautiful tone; to listen to artists' recordings; to build a repertoire according to their abilities; and to sing artistically from the standpoint of interpretation and musicianship. The students appear in informal recitals, church choirs and community organizations.

Private Piano Instruction. The importance of a practical knowledge of the pianoforte has long been recognized as essential in the study of any branch of music; the broad range of its literature, its use as an accompanying instrument, the possibilities it offers in the reading of scores, ensemble music, and the like, make its study the natural foundation for a thorough musical culture. Six semesters of private piano instruction are required of each music major unless the requirements can be completed in less time. On the other hand, seven semesters will be required of students whose progress has been slow. The fourth year requirements listed below will serve as the final criterion. When a student feels he is qualified to pass the piano requirements he applies for an audition before the members of the piano faculty. Throughout the four years the private piano instruction is correlated with all of the theoretical aspects of the music curriculum.

Minimum Requirements in Piano—by years:

I. At the end of the First Semester each student must have completed any good first year adult beginners book, or its equivalent; must be able to play all the sharp major scales, at a reasonable tempo, two octaves; must play simple chord patterns in major keys; should also play a few standard etudes for the first grade. Keyboard harmony will be begun in keeping with the needs of the courses in music theory for subsequent semesters.

II. At the end of the second semester each student must have completed a standard second year instruction book, or its equivalent; must be able to play all major and minor scales and arpeggios (principal triads); should have completed a few supplementary pieces, etudes, or sonatinas of second year level.

III. At the end of the Sophomore year a student should be able to play third grade material such as the intermediate sonatinas, and the simpler dances of Bach or Handel, Chopin Preludes, Schumann Album For The Young, Grieg Lyrical Pieces etc. Also, the student should have completed some of the easier studies by Czerny (or Kohler) such as the Czerny-Liebling No. 1, and be able to read at sight the first year material.

IV. By the end of the Junior year, or before graduation, students must demonstrate ability to play a prepared solo representing at least the fourth year of study; play an accompaniment to a song, an instrumental solo and accompaniments from the music text series as published for junior high schools; harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key, and transpose a simple folk song to any key.

**Private Pipe Organ Instruction.** The foundation teaching in this department is based on trios, pedal studies, and Bach. Much attention is given to clarity and precision, voice progression, various types of legato and staccato, choice of registration, artistic phrasing, and ease in handling of the modern organ. The college has a three-manual pipe organ in the auditorium which will be used by the more advanced organ students. In addition, there are three practice organs in the department. Students may elect four semesters of organ study, if they desire, to satisfy the applied music requirement. Prerequisite: Junior standing in piano requirements which are specified under the piano instruction descriptions.

**Private Violin Instruction.** Study in violin is designed to prepare students for public performance and successful teaching. The essentials may be listed as follows: thorough ground-work in bowing and finger technic, including scales of all kinds, exercises and etudes, special emphasis being placed on tone quality and purity of intonation. Opportunity is given for participation in ensemble playing. One semester of Class Violin (2 hours weekly) is required during the third or fourth semester. Additional violin study may be elected during the Junior and Senior years. Prerequisite: class violin or an elementary knowledge of the instrument.

**Private Instruction in Orchestral and Band Instruments.** Opportunity is offered each student to pursue his interests in any orchestral or band instrument; Violincello, Clarinet, French Horn, etc. Unless previous proficiency on the instrument can be established, private study on the various instruments must be preceded by the class instrument instruction. Thus the private study on these various instruments, other than for exceptional cases, would be delayed until the Junior and Senior years.

## RECORDING EQUIPMENT

The department owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences with choir, band, orchestra, and chamber groups.

## CLASS INSTRUCTION

Since class instruction predominates in the teaching of public school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction

are coordinated in a flexible manner calculated best to promote individual progress.

**Class Violin Instruction.** This is a required, one semester course, for all second year students. It concerns itself with elementary violin playing as a practical introduction to the technical problems involved in the playing of stringed instruments. It includes instruction in the selection and care of the instrument, tuning, string, and elementary ensemble playing. The class meets twice each week. The work is available as an observation and practice laboratory to students assigned for student teaching.

**Class Piano Instruction.** Piano classes are organized and conducted in the elementary grades of the Keith school. The work is directed by members of the piano staff and is available as an observation and practice laboratory to students assigned for student teaching.

**Voice Class Instruction.** This is a required two semester course (2 meetings weekly) for all Freshmen. The course includes:— a study of the vocal instrument; posture; release of bodily tensions; breath control; vowel formations, color and projection; consonant formation and rapid articulation; poise; vocal terminology; intelligent listening and the provision of a performer-audience situation in the classroom. Finally, the simple folk and art songs which embody all the fundamental principles of singing.

**Clarinet Class Instruction.** This class is designed to give the student competency on the clarinet which will enable him to deal successfully with the instrument in the public schools. Through actual playing experience the student learns the principles of tone production, care and preparation of reeds and the principles involved in developing a successful technic.

**String Instrument Class.** This one semester course is required of all students. It is concerned with the theory and applied foundational technique of playing the Viola, Violincello, and Bass. Attention is directed to the selection and care of these instruments. The course culminates in the study of and participation in elementary string quartet playing.

**Woodwind Instrument Class.** This one semester course is required of all students during their third year. It is devoted to a study of the theory and applied foundational technique in the playing of the woodwind instruments. During the course of ensemble playing each student will have brief periods in the playing of each of the instruments. Much consideration is given to the selection, care, and repair of the woodwind instruments.

**Brass and Percussion Instruments Class.** This one semester course is required of all students during their fourth year. It is devoted to a study of the theory and applied foundation technic in the playing of the brass and percussion instruments. In the group playing of the brass instruments each student will devote brief periods to the playing of each brass instrument. About one-third of the class time will be spent with

study and limited experience in the playing of the percussion instruments: Timpani, drums, etc. A few lectures and demonstrations will be given in drum majoring, twirling, marching, and the planning of field maneuvers.

## ENSEMBLE

Ensemble singing and playing is a highly important factor in the training of a well equipped musician and teacher. It is so important that we not only recommend continuous activity but require many applied music semester hour credits in the vocal and instrumental ensembles. The program in music activities is sufficiently varied in order to provide a place for everyone according to respective stages of advancement. Students are not permitted to satisfy all of the applied hours in instrumental ensemble at the expense of some needed experience in vocal activity or vice versa. Concerts by the ensembles are prepared and presented each semester to the college community. Concert trips to nearby communities are taken each semester.

Music Majors are required at all times to be active in at least one large vocal organization and one instrumental. Where a student cannot qualify for the latter by his fifth semester, membership is then required for one semester in instrumental workshop, beginners band and beginners orchestra.

**Symphonic Band.** Membership in this organization is open to all music as well as general college students who satisfy the entrance requirements. Three hours of rehearsal are scheduled each week. The fall semester is largely devoted to college needs through marching and military band aspects. The spring semester is devoted to the preparation and presentation of indoor concerts.

**College Choir.** This organization is devoted to the serious study of choral music, accompanied as well as unaccompanied. Its membership represents a select group of vocalists. All music majors beyond the Freshman year are required to take the work. General college students who have the ability to meet the specific entrance requirements are invited. Third and fourth semester students must be in either choir or mixed chorus. Prerequisite: class voice. Three rehearsals each week are held.

**Symphony Orchestra.** This organization devotes its time to the serious study of symphonic music. Its membership represents a select group of instrumentalists. All music majors who have sufficient performance ability on an orchestral instrument are required to be in the symphony. General college students who have the ability to meet the specific requirements are invited. Three hours rehearsal each week.

**Indiana Glee Club (Men).** This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. This organization rehearses two hours each week and exists primarily for the men of the general college. Music major Freshmen men are required to belong.

**Women's Glee Club.** This organization rehearses two hours each week and exists chiefly for the benefit of the general college women who are interested in choral music activity. Freshmen women of the music curriculum are required to be in this ensemble. This organization will appear in concert separately or with the male chorus at least once each semester.

**Mixed Chorus.** This organization exists chiefly as a workshop in choral music to offer needed experience for music majors—and especially to those who have not been able to qualify for College Choir. The Mixed Chorus does not prepare or present concerts. Prerequisite: Class Voice. Two rehearsals are held each week.

**Beginning Band and Orchestra.** Opportunity to play band and orchestral instruments will be extended to any college student. Each of these groups meet weekly under the direction of a music staff member. Instruments are furnished to students who do not own their own instruments. Music major students who wish to practice instruments in addition to their major instruments may utilize such laboratory periods to advantage. These groups serve as a means of extending the class instruction offered during the second and third years.

**Instrumental Workshop.** This activity is conducted one hour each week for a two-fold purpose: to read over school band and orchestra materials, and to offer additional laboratory experience in playing band and orchestra instruments—especially to those students who have been unable to qualify for College Band and Orchestra.

**Small Ensembles.** Students of special ability from the large ensembles have an opportunity to engage in small ensembles such as string quartet, trios, woodwind quintet, brass quartet, girls' sextette, male quartet, etc. These small ensembles will each be under the direction of staff members.

## SEQUENCE in APPLIED MUSIC

(17 Semester Hours)

One clock hour (indicated in parenthesis) is equal to one-third Semester Hour.

### FRESHMAN YEAR

| 1st Semester (2 S.H.) | 2nd Semester (2 S.H.) |
|---|---|
| Private Piano Instruction (1) | Private Piano Instruction (1) |
| Class Voice Instruction (2) | Class Voice Instruction (2) |
| Ensembles (3): Women's Glee Club or Men's Glee Club—Orchestra and/or Band | Ensembles (3): Same as 1st Sem. |

### SOPHOMORE YEAR

| 3rd Semester (3 S.H.) | 4th Semester (3 S.H.) |
|---|---|
| Private Piano Instruction (1) | Private Piano Instruction (1) |
| Private Voice Instruction (1) | Private Voice Instruction (1) |
| Ensembles (3): Choir, Orchestra, Band | Ensembles (3): same as 3rd Sem. |
| Class Violin (2) | Class Violin (2) |
| or | or |
| Class Clarinet (2) | Class Clarinet (2) |

JUNIOR YEAR

**5th Semester (3 S.H.)**

Private Piano Instruction (1)
Ensembles (3): Choir, Orchestra or Beginning Orchestra, Band or Beginning Band
Class Strings (2)
or
Class Woodwinds (2)
One Elective (1): Voice, Organ, Piano, Orchestral and Band Instruments.

**6th Semester (3 S.H.)**

Private Piano Instruction (1)
Ensembles (3): Same as 5th Sem.
Class Strings (2)
or
Class Woodwinds (2)
One Elective (1): Voice, Organ, Piano, Orchestral and Band Instruments.

SENIOR YEAR

**(All remaining applied music credits** will be completed during the one semester when not engaged in student teaching, unless some deficiency needs to be removed. Seniors must, however, attend the one hour weekly conference of music majors during their student teaching period.)

7th or 8th Semester (1 S.H.): Ensembles (1), Elective (Same as 5th Sem. Brass Class (2).

## Extra-Curricular Activities

### (1) MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

**(2) Small Modern Orchestra.** This activity is under the supervision of a member of the music staff. It is used as a laboratory for the playing, arranging, and conducting of contemporary popular music. Practical study is made of the arrangement of music in the idiom of popular music as used in radio and the dance orchestra.

### Festival-Concerts, Recitals, and Broadcasts

(1.) Faculty and student recitals are presented in the weekly convocation (Wednesdays: 4-5 p.m.)—required of all music majors.

(2.) A SYMPOSIUM IN MUSIC EDUCATION is held annually in connection with PSEA Central Western section meeting. It is a two-day conference (lectures by nationally known authorities in music and demonstrations of up-to-date teaching procedures) offered for the benefit of the in-service music teachers of Western Pennsylvania.

(3.) Spring Festivals: The annual High School Band, Orchestra. and Choir days are offered as service features to the area.

(4.) **National Music Week** is observed the first week beginning with the first Sunday in May. During the week at least one concert

or recital is given each day. It begins with a combined Church Choirs service on Sunday and ends with a joint school children's concert on Saturday morning. The remainder of the concerts and recitals are furnished by the college students and groups.

(5.) Each of the music ensembles (large and small) are presented to the weekly all-college convocations one or two times during the school year.

(6.) The Music Education Department provides talent (solo or group) for one half hour broadcast over Radio Station WDAD, Indiana, each month.

## COURSE DESCRIPTIONS

### THEORY OF MUSIC

The theory courses aim to develop the techniques required for a comprehensive understanding of music literature through analysis and the creative approach. Constant emphasis is made upon the practical application of skills. Facility at the keyboard is one of the most important general functional aims throughout all theory courses. The teachers of private piano are expected to assist with the keyboard drill.

**Solfeggio I** 3 hours—2 credits

This course aims to develop the student's ability to learn to read at sight with sol fa syllables; also to begin the harmonization of melody at the keyboard with use of the primary chords. Problems studied include: all major and minor scales; treble, alto, tenor, and bass clef; all diatonic intervals; duple and triple meter with rhythmic dictation drills; phrase-wise thinking, and elementary form analysis. A majority of the music reading material is chosen from the newest public school music basal song readers.

**Solfeggio II** 3 hours—2 credits

This course aims to increase the sensitivity of the student to correct intonation. In addition to a continuation of the materials begun in Solfeggio I, the following additional problems are begun: part singing, compound meters, written melodic and rhythmic notation. Prerequisite: Solfeggio I.

**Solfeggio III** 3 hours—2 credits

This course aims to develop greater facility in the tonal and rhythmic techniques already presented and additional mastery of the problems of part singing. Advanced problems include more difficult modulation, chromatic alterations, modal tonality, and more complicated rhythms. Continued emphasis on individual reading ability, which began with Solfeggio I, is made. All problems are studied both aurally and visually.

**Theory I** 5 hours—4 credits

Theory I includes the hearing, playing and writing of the primary harmonies in all inversions using the chorale style of harmonization; the dictation of melodies and notation of concomitant harmonies; the study

of the phrase and period through the melodies harmonized. Prerequisite: Solfeggio II

**Theory II** 5 hours—4 credits

The work done in Theory I is broadened to include secondary triads and seventh chords, mastery of the circle of fifths, modulation to related keys. Harmonization of melodies in the piano style is begun. Writing of original melodies is introduced. The double-period and phrase group serve as the units for analysis. Prerequisite: Theory I.

**Theory III** 3 hours—3 credits

This course includes the study of chromatic harmonies and modulation to remote keys, as well as writing for Men's and Women's Choruses; the study of the song-forms and simple rondo forms; harmonic dictation. Prerequisite: Theory II.

**Theory IV** 3 hours—3 credits

Theory IV requires continued harmonization at the keyboard, including transposition; further work with chromatic harmonies; study of the higher rondo, sonatina and sonato-allegro forms; original writing. Prerequisite: Theory III.

**Survey of Music Literature** 2 hours—1 credit

This course has a two-fold purpose: (1) to present a rapid review of the chief epochs of music history and (2) to stress methods for the teaching of listening lessons in the public elementary and high school grades.

**History of Music I** 3 hours—3 credits

This course traces the earliest beginnings of music and its important place in the history of civilization, and the social and political background. Thus the course aims to extend and clarify the student's understanding of modern music by an appreciation of the past.

**History of Music II** 3 hours—3 credits

This course begins with Beethoven and the development of the Romantic movement. It deals with the great masters of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth century opera; and modern trends of the twentieth century.

**Orchestration** 3 hours—2 credits

In this course a study is made of the essential characteristics of each instrument of the symphony and symphonic band with particular stress upon the limitations of each instrument, together with the transposition and range problems of each instrument.

**Conducting I** (choral) 3 hours—1 credit

In this course emphasis is placed on the application of the techniques of conducting to the development of expressive singing through bodily gesture and facial expression. Included are: a survey of suitable materials, organization of groups, testing of voices, rehearsal techniques,

program building, interpretation, vocal techniques, English and Latin diction.

**Conducting II (instrumental)** 3 hours—1 credit

This course offers the student the opportunity of developing increased competency in conducting school orchestras and bands. Attention is directed to the organization, rehearsal technics, and materials for the public school instrumental needs.

## MUSIC EDUCATION AND SUPERVISION OF STUDENT TEACHING

**Methods I (Elementary)** 4 hours—3 credits

This course offers analytical study of texts, recordings and other materials together with teaching methods suitable to desirable musical development of Elementary School pupils. Experience is given in proper treatment of the child voice; selection, use, and teaching of rote songs; rhythmic development, including rhythm band; music reading; part singing; planning and organization. Guided observations in the grades is required.

**Methods II (High School)** 3 hours—2 credits

This study involves an analysis of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the correlation of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required. Prerequisite: Methods I.

**Methods III (Instrumental)** 3 hours—2 credits

This course is designed to give the student the necessary understanding, technics and materials to develop an effective instrumental program in the public schools. Demonstrations and laboratory work are designed to give the student the competency needed to meet successfully the various teaching situations in instrumental music from the grades through high school.

**Student Teaching and Conferences** 30 hours—12 credits

All student teaching is done under the careful personal supervision of critic teachers. Further, all teaching is done with elementary grades or high school students.

**Physical Education I (Eurythmics I)** 2 hours—1 credit

This course attempts to develop musical perception and appreciation through physical response; to stimulate creative imagination through group and individual interpretations; and to promote bodily coordination, poise and precision. Having gained sufficient skill and alertness in rhythmic response, the student is required to direct others; to master and to teach a repertory of representative folk dances; and, to organize the work to fit the needs and capacities of elementary pupils.

**Physical Education II (Eurythmics II)** 2 hours—1 credit

This course is a continuation of Physical Education I (Eurythmics I). Prerequisite: Physical Education I.

## ELECTIVES FOR MUSIC STUDENTS

**Counterpoint** 3 hours—2 credits

This course consists of study and analysis of representative works of the great polyphonic writers from the 16th to the 18th centuries. Original work in these styles and forms is also required. Prerequisite: Theory IV.

**Composition** 3 hours—2 credits

In this elementary course each student is offered guidance and aid in writing pieces in the forms, styles, and mediums best suited to his own special capabilities and needs. Prerequisite: Theory IV.

**Advanced Harmony** 3 hours—2 credits

This course is designed to give the student advanced study in harmony which will lead to a better understanding of the idiom of present day music. Prerequisite: Theory IV.

**American Music** 3 hours—2 credits

This course provides a study of the history of American Music from the 17th Century to the present. Early American Musical heritages are traced from pre-revolutionary America. Prerequisites: Music History I and II.

**Class Piano Methods** 3 hours—2 credits

This course makes a survey of all present and past developments in the teaching of class piano. The various class piano methods are compared and criticized. Prerequisite: Junior Standing in Piano.

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one extra-curricular activity one semester each year. Attendance at weekly convocation is required.

## ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

## REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

**Fundamentals of Music** 2 hours—no credit

This course is given to all students of the Elementary Curriculum who do not meet the prescribed requirements of a Standard Achievement Test in music and/or who are unable to sing a simple melody in tune. Fundamentals of Music includes the study of intervals, scales, measure and key signatures, simple and compound rhythms, notation and terminology, and the application of this knowledge to the reading

of simple music. Prerequisite to: The Teaching of Music in the Primary Grades.

**Music for the Elementary Grades—Music I** 2 hours—2 credits

This course is required of all students of the Elementary Curriculum. It is designed to equip graduates of the Elementary Curriculum to teach music in the primary grades. Fundamentals are reviewed, keyboard facility and the child's and teacher's voice are studied, music reading is developed, together with the study of the five-fold music program of kindergarten through the third grade. Prerequisite: Fundamentals of Music.

**Teaching of Music in the Elementary Grades—Music II** 4 hours—3 credits

This course continues the five-fold music program in grades four through six. Additional ability in song reading and part singing is attained. Type lessons are taught by the students and constructively evaluated by class and teacher. Prerequisite: Teaching of Music in the Primary Grades.

## ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music Curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

# SCIENCE DEPARTMENT

Dwight E. Sollberger, *Head of Department*

Willis H. Bell — Merrill B. Iams
Beatty Dimit — Daniel G. Reiber
Donald E. Hoffmaster — Paul M. Waddell
Vernon A. Zeitler

Biology, Chemistry, and Physics are combined into one department designated as the Science Department. The activities of the Science Department are designed to fulfill three purposes: First, to teach the facts, skills, attitudes and appreciations of Science through the basic courses to those students specializing in some field other than Science to the end that they may better understand the world in which they live and the impact of the scientific method on society; Second, to provide specialization in the various fields of Science for those who wish to prepare to teach these sciences in the secondary school; Third, to offer a program to the prospective elementary teacher which will enable her to teach Science in the first six grades.

## GENERAL EDUCATION COURSES

(Required of all students)

**Basic Biology** 3 cr.

This course deals with the principles of Biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly. Two hours lecture and two hours laboratory.

**Basic Physical Science** 3 cr.

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and uses of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems. Two hours lecture and two hours laboratory.

## SPECIALIZATION IN THE VARIOUS FIELDS OF SCIENCE

The increasing complexity and specialization within the field of Science has made many problems for those preparing to teach Science in the secondary schools of Pennsylvania. One of the problems is that of securing sufficient breadth as well as depth in preparation for teaching Science.

Indiana has attempted to meet the needs of prospective science teachers by offering a wide variety of courses and fields in which to specialize. These are as follows:

| | Major | Minor |
|---|---|---|
| Biology Specialization | 30 sem. hrs. | 18 sem. hrs. |
| Chemistry Specialization | 30 sem. hrs. | 18 sem. hrs. |
| Physics Specialization | 30 sem. hrs. | 18 sem. hrs. |
| Physical Science Specialization | 30 sem. hrs. | 18 sem. hrs. |
| Science Specialization | 38 sem. hrs. | no minor |

## COURSES REQUIRED OF MAJORS AND MINORS IN THE VARIOUS FIELDS OF SCIENCE

**Teaching Science in the Secondary School** 3 cr.

This course is planned to give the prospective science major a thorough grounding in the problems of teaching Science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field. Three hours lecture.

### Biological Science Specialization

| Requirements for Major in Biological Science 30 credit hours | Requirements for Minor in Biological Science |
|---|---|
| Botany I and II 8 credits | |
| Zoology I and II 8 credits | 18 credit hours in Biology |
| Teaching Science in the Secondary School 3 credits | |
| Electives 11 credits | |

Students specializing in Biological Science will not be required to take Basic Biology.

### Chemistry Specialization

| Requirements for Major in Chemistry 30 credit hours | Requirements for Minor in Chemistry |
|---|---|
| Inorganic Chemistry I and II 8 credits | |
| Qualitative Analysis 3 credits | |
| Quantitative Analysis 3 credits | 18 credit hours in Chemistry |
| Physics I and II 8 credits | |
| Teaching Science in the Secondary School 3 credits | |
| Electives (Chemistry) 5 credits | |

Students specializing in Chemistry will not be required to take Basic Physical Science.

### Physical Science Specialization

| Requirements for Major in Physical Science 30 credit hours | Requirements for Minor in Physical Science |
|---|---|
| Inorganic Chemistry__ 8 credits | |
| Physics I and II_____ 8 credits | 18 credit hours in Physics and Chemistry |
| Teaching Science in the Secondary School__ 3 credits | |
| Electives _____11 credits | |

Students specializing in Physical Science will not be required to take Basic Physical Science.

### Physics Specialization

| Requirements for Major in Physics 30 credit hours | Requirements for Minor in Physics |
|---|---|
| Physics I and II_____ 8 credits | |
| Inorganic Chemistry I and II _____ 8 credits | 18 credit hours in Physics |
| Teaching Science in the Secondary School__ 3 credits | |
| Electives _____11 credits | |

Students specializing in Physics will not be required to take Basic Physical Science. College Algebra and Trigonometry are pre-requisites for specializing in Physics as a first field.

| Requirements for Major in General Field of Science | Minor |
|---|---|
| Botany I and II_____ 8 credits | |
| Zoology I and II_____ 8 credits | No minor is provided for the general field of "Science." |
| Inorganic Chemistry I and II _____ 8 credits | |
| Physics I and II_____ 8 credits | |
| Teaching Science in the Secondary School__ 3 credits | |
| Earth Science_____ 3 credits | |

38 credit hours

## REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

**Botany I** 4 cr.

Botany I is primarily a study of the flowering plants. Topics include the anatomy and life processes of plant cells, leaves, stem, roots, flowers, seeds, and fruits. The economic importance of plants used by man and the recognition and classification of the seed plants in the immediate environment of the college are included. Three hours lecture and three hours laboratory per week.

**Botany II** 4 cr.

Botany II is concerned primarily with the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns, and their allies. The economic importance and health implications of certain of these groups are emphasized. The recognition and classification of the non-flowering plants of the immediate surroundings are stressed. Prerequisite: Botany I. Three hours lecture and three hours laboratory per week.

**Zoology I** 4 cr.

This is a study of the life history, habits, origin, development, physiology and anatomy of each phylum of the invertebrates. Emphasis is given to the study of those forms of economic importance to man or with health implications. The student becomes acquainted with the many invertebrate species found locally. Three hours lecture and three hours laboratory per week.

**Zoology II** 4 cr.

This course is a study of the Chordata in general, and more particularly the classes of Vertebrates. Topics studied include the anatomy, physiology, origin, development, and life history of representative members of each class. Special attention is given to the vertebrates found in the vicinity of the college. Prerequisite: Zoology I. Three hours lecture and three hours laboratory per week.

## ELECTIVES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

**Conservation of Plant and Animal Resources** 3 cr.

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussions of the specialized fields of conservation. Field work is an essential part of the course. Prerequisite: Biological Science or equivalent. Two hours lecture and three hours laboratory per week. Two all-day Saturday field trips are scheduled.

**Ecology** 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture and three hours laboratory per week.

**Field Botany** 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week.

**Field Zoology** 3 cr.

Field Zoology is a course in the study of animals in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week. Field trips are required.

**Entomology** 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Two hours lecture and three hours laboratory per week.

**Genetics** 3 cr.

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, Mendelian inheritance, eugenics, linkage, probability, crossing over, and random assortment are all considered. Prerequisite: 6 hours Biology. Two hours lecture and three hours laboratory per week.

**Microbiology** 3 cr.

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Prerequisites: Botany I and II, Zoology I and II. Two hours lecture and three hours laboratory per week.

**Ornithology** 3 cr.

Ornithology is a careful study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory per week.

**Physiology** 3 cr.

The purpose of this course is to give the student a general background of how animals carry on bodily processes and a more detailed knowledge of human physiology. Related anatomy is taught as needed. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory per week.

## REQUIRED COURSES FOR SPECIALIZATION IN CHEMISTRY

**Inorganic Chemistry I and II** 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, grammolecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. **Three hours lecture** and three hours laboratory per week.

**Qualitative Analysis** 3 cr.

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture and six hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

**Quantitative Analysis** 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitative techniques. One hour lecture and six hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

**Physics I and II**—See Page 127 8 cr.

## ELECTIVES FOR SPECIALIZATION IN CHEMISTRY

**Biological Chemistry** 3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture and three hours laboratory per week. Prerequisite: Organic Chemistry.

**Colloidal Chemistry** 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic and Organic Chemistry.

**Organic Chemistry I** 4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

**Organic Chemistry II** 3 cr.

This course is a continuation of Organic Chemistry I. It deals primarily with the amines and proteins and those compounds belonging to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Prerequisite: Organic Chemistry I. Two hours lecture with three hours laboratory.

**Physical Chemistry** 3 cr.

This course considers the phase rule; properties of solutions, liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures, chemical cells, buffers, indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

## REQUIRED COURSES FOR SPECIALIZATION IN PHYSICS

**Physics I and II** 8 cr.

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, and light. A working knowledge of elementary algebra is essential. Three hours lectures and three hours laboratory per week.

**Inorganic Chemistry I and II**—See Page 125 8 cr.

## ELECTIVES FOR SPECIALIZATION IN PHYSICS

For a specialization in Physics, the two-semester course, Physics I and II must be taken first. It is recommended that this be taken in the first year of college. The advanced courses being given each year will be announced. Required advanced courses for the Physics specialization must include Mechanics and Electricity and Magnetism.

**Electricity and Magnetism** 4 cr.

This is an advanced course in general electricity and magnetism required of all physics majors and minors. The electric and magnetic fields of D. C. and A. C. circuits, capacitance, inductance, electromotive force, electrical instruments are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

**Heat** 4 cr.

This is an advanced course in general heat. Temperature and expansion, heat transfer, properties of gases and thermodynamics are some of the topics developed. Two hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

**Mechanics** 4 cr.

This is an advanced course in general mechanics required of physics majors and minors and of special value to students majoring in mathematics. Statics, linear motion, circular motion and simple harmonic motion are among the topics developed. Two hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

**Modern Physics** 3 cr.

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

**Optics** 3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

**Electronics** 3 cr.

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Physics I and II.

## ELECTIVES FOR SPECIALIZATION IN PHYSICAL SCIENCE

These electives are to be selected from the regular electives in Biology, Chemistry, and Physics.

## ELECTIVES FOR SPECIALIZATION IN THE GENERAL FIELD OF SCIENCE

These electives are to be selected from the regular electives in Biology, Chemistry and Physics.

**Earth Science** 3 cr.

This course is designed to provide the background of knowledge of the sky, geological forms, and weather phenomena necessary to the teacher of General Science in the ninth grade. Field trips at night for star study, visits to interesting geological formations and a weather station are some of the activities included. Two lecture periods and one two-hour laboratory period.

## REQUIRED COURSES FOR STUDENTS IN SECONDARY EDUCATION

**Science in Modern Civilization** 3 cr.

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implications. Discoveries leading to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

## REQUIRED COURSES FOR STUDENTS IN ELEMENTARY EDUCATION

**Science for the Elementary Grades** 3 cr.

This course, following the year of basic science, is designed to provide the elementary teacher with a more adequate background for teaching science in the elementary school. Units or problems are selected to achieve this purpose which cut across various fields of science. Emphasis is placed upon developing resourcefulness in gathering data and using the scientific method in the solution of such problems.

**Teaching of Elementary Science** 3 cr.

Based on the previous work in science, this course takes up the planning and presentation of material suitable to the elementary field. Students are required to perform demonstrations and take part in science activities which illustrate facts or principles taught in the elementary science program. Considerable attention is given to the literature of the elementary science program as well as other aids such as community resources and simple equipment that can be secured for experimentation and other activities.

## REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

**Bacteriology** 2 cr.

This course is designed specifically for students of Home Economics. It is a general one-semester course dealing with bacteria in their various relations to man. Applications to food preservation and other problems of the home are stressed. One hour lecture; three hours laboratory.

**Inorganic Chemistry** 3 cr.

This course includes an introductory study of the non-metals, the gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and three hours laboratory.

**Organic and Biochemistry** 3 cr.

This course is designed to include those topics from the fields of Organic Chemistry and Biochemistry that are most important for the student of Home Economics. Among the topics included are the aliphatic organic compounds, the physiological functions of materials, proteins, carbohydrates, fats, minerals, digestion, absorption, and metabolism. Two hours lecture and three hours laboratory.

# SOCIAL STUDIES DEPARTMENT

W. M. WHITMYRE, *Head of Department*

*RALPH W. CORDIER — C. M. JOHNSON
HELEN DORCAS HALL — **ALBERT J. WAHL
FLORENCE WALLACE

A student specializing in Social Studies, History, or Social Science must have a minimum of thirty (30) semester hours in the respective field.

A student offering either of the three fields above as a second area of specialization must have as a minimum 18 hours of required work. Every candidate for certification in social studies must have at least nine hours in the social sciences.

## GENERAL EDUCATION COURSES

(Required of all students)

**World Culture I & II** 10 cr.

An integrated survey course presenting the significant movements in the origin and development of governmental and social organization, economic activity, religious belief and practice, literature and fine arts in our modern culture pattern. It deals with broad sweeping movements rather than details of the individual state or nation. Emphasis is placed on the conflict between ideas and systems of thought and practice through which these various aspects of modern life developed. The first semester covers the period from the early civilizations to approximately 1800. The second semester is concerned with the modern period.

**or History of Civilization I & II (with Literature I & II)** 6 cr.

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called prehistoric period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

**History of United States and Pennsylvania** 3 cr.

A survey course in the history of the United States and Pennsylvania from the beginning of the colonial period. Emphasis is placed on the social, economic and political development of our nation in general and of our Commonwealth in particular. Problems in conjunction with the acquisition of our independence, the organization of our nation, the questions in regard to slavery, the expansion of our national boundaries and economy and the settlement of the question of states rights versus national rights will be discussed.

*On leave 1951-1952, Ford Foundation Fellowship
**Substituting for Ralph Cordier 1951-1952

**American Citizenship** 6 cr.

A course which deals with the qualities which make a good citizen and the practices necessary to train the student to become a good citizen in his school and community. It combines knowledge about citizenship with the attitudes necessary for developing it, and gives an opportunity for working them out in school and community activities.

**or American Government (with Home and Family Living or Introduction to Philosophy)** 3 cr.

This course includes a study of the basic principles of American government, the Constitution of the United States, the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

## REQUIRED OF ALL MAJORS AND MINORS

**Teaching of the Social Studies** 3 cr.

This course is intended to familiarize prospective teachers with desirable methods which may be used in teaching the social studies, with current trends and developments in the field of social education, and to develop a professional interest in social education. Emphasis is placed on the philosophy, objectives, courses of study, organization of subject matter for teaching purposes, curriculum materials, procedures, and evaluation.

## ELECTIVES—HISTORY

**History of United States and Pennsylvania II** 3 cr.

A survey course in the history of the United States and Pennsylvania from 1865 to the present. Stress is placed on the impact of the Industrial Revolution on our society, the growth of labor, the development of the United States, world power, our part in World Wars I and II and the activities of our nation on behalf of international organization. The problem approach will be stressed including the problems of minority groups, of civil rights, of the relations between labor and industry, of foreign relations, etc.

**History of Pennsylvania** 3 cr.

A study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

**History of Europe to 1815** 3 cr.

This course deals with important political, economic and cultural achievements from the 16th century to the beginning of the 19th. It treats of the Renaissance, the spirit of reform and religious revolt, the expansion of Europe, monarchy by divine right and other aspects of the "Old Regime" the French Revolution, and the era of Napoleon.

**History of Europe Since 1815** 3 cr.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the causal and intergroup relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

**History of Latin America** 3 cr.

The course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

**History of England** 3 cr.

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of these factors that gave rise to the struggle and events that culminated in the establishment of democratic principles and organizations in our modern world.

**History of the Far East** 3 cr.

A survey of the development of the people of Eastern Asia and the adjacent islands with special emphasis on China, Japan and Korea. The course will present a background for understanding better the current problems of the Far East. Special emphasis is placed on the importance of the impact of the West as a conditioning factor in the development of the Far East in modern times.

## ELECTIVES—SOCIAL SCIENCES

**Principles of Economics** 3 cr.

A study of basic fundamentals underlying the major areas in the field of economics, production, exchange, distribution and consumption. Wages, interest, rent, profits, price determination, money and banking, and foreign trade will receive specific consideration. Some attention is given to national income approach.

**Principles of Sociology** 3 cr.

This is an introductory course dealing with the relationship of people with each other and their environment. There is discussion of the meaning and functions of culture, of the meaning and place of social institutions, such as the family, religion, education, etc., and of social problems with emphasis on the means of social control.

**Comparative Government** 3 cr.

In this course major attention is given to Great Britain and Soviet Russia as best representing, among foreign governments, the democratic and authoritarian systems. Consideration is given to the governments

of France, Italy, Germany, and Japan. Comparisons and contrasts are drawn between these governments and government in the United States and other nations of our world.

**Municipal Government** 3 cr.

This course deals with the history, organization, structure and functions of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

**Industrial Relations** 3 cr.

A study of the problems involved in the relations between the workers and management in dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government.

## COLLEGE ENROLMENT BY CURRICULA

1951-1952

| | Male | Female | Total | Total by Curricula |
|---|---|---|---|---|
| Elementary Curriculum: | | | | |
| 1st year | 20 | 89 | 109 | |
| 2nd year | 16 | 98 | 114 | |
| 3rd year | 8 | 69 | 77 | |
| 4th year | 14 | 61 | 75 | |
| | | | — | |
| | | | | 375 |
| Secondary Curriculum: | | | | |
| 1st year | 88 | 29 | 117 | |
| 2nd year | 74 | 22 | 96 | |
| 3rd year | 49 | 18 | 67 | |
| 4th year | 73 | 35 | 108 | |
| | | | — | |
| | | | | 388 |
| Art Curriculum: | | | | |
| 1st year | 20 | 14 | 34 | |
| 2nd year | 15 | 21 | 36 | |
| 3rd year | 8 | 15 | 23 | |
| 4th year | 11 | 18 | 29 | |
| | | | — | |
| | | | | 122 |
| Business Curriculum: | | | | |
| 1st year | 45 | 34 | 79 | |
| 2nd year | 25 | 18 | 43 | |
| 3rd year | 27 | 20 | 47 | |
| 4th year | 41 | 23 | 64 | |
| | | | — | |
| | | | | 233 |
| Home Economics Curriculum: | | | | |
| 1st year | 0 | 71 | 71 | |
| 2nd year | 1 | 61 | 62 | |
| 3rd year | 0 | 36 | 36 | |
| 4th year | 0 | 47 | 47 | |
| | | | — | |
| | | | | 216 |
| Music Curriculum: | | | | |
| 1st year | 42 | 38 | 80 | |
| 2nd year | 26 | 22 | 48 | |
| 3rd year | 18 | 21 | 39 | |
| 4th year | 31 | 30 | 61 | 228 |
| | — | — | — | — |
| Total | 652 | 910 | 1562 | 1562 |

## COLLEGE ENROLMENT BY COUNTIES

| County | Total | County | Total |
|---|---|---|---|
| Adams | 3 | Lackawanna | 3 |
| Allegheny | 276 | Lancaster | 6 |
| Armstrong | 66 | Lawrence | 22 |
| Beaver | 54 | Lebanon | 5 |
| Bedford | 8 | Lehigh | 3 |
| Berks | 2 | Luzerne | 1 |
| Blair | 45 | Lycoming | 1 |
| Butler | 32 | McKean | 17 |
| Cambria | 168 | Mercer | 22 |
| Cameron | 2 | Mifflin | 1 |
| Center | 4 | Montgomery | 1 |
| Chester | 2 | Northumberland | 3 |
| Clarion | 15 | Perry | 1 |
| Clearfield | 31 | Pike | 1 |
| Clinton | 3 | Potter | 4 |
| Columbia | 3 | Snyder | 2 |
| Crawford | 16 | Somerset | 55 |
| Cumberland | 4 | Venango | 22 |
| Dauphin | 9 | Warren | 5 |
| Delaware | 5 | Washington | 25 |
| Elk | 16 | Westmoreland | 187 |
| Erie | 23 | York | 12 |
| Fayette | 41 | | |
| Franklin | 4 | | |
| Fulton | 1 | Total Pa. Students | 1556 |
| Greene | 9 | Out-of-State | 6 |
| Huntingdon | 5 | | |
| Indiana | 282 | | |
| Jefferson | 28 | Total | 1562 |

### 1951-1952

| | |
|---|---|
| College Enrolment—full-time students | 1562 |
| Student Nurses—full-time students | 44 |
| Part-Time Students: | |
| Saturday Campus Classes | 134 |
| Greensburg Extension Classes | 18 |
| Kittanning Extension Classes | 40 |
| Ligonier Extension Classes | 29 |
| Total College Enrolment | 1827 |
| Enrolment in Keith (Laboratory) School | 342 |
| Enrolment Summer Sessions 1951: | |
| Pre Session | 344 |
| Regular Session | 451 |
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